



Title : Role ambiguity and role conflict amongst university academic and administrative staff: a Nigerian case study

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**ROLE AMBIGUITY AND ROLE CONFLICT AMONGST UNIVERSITY
ACADEMIC AND ADMINISTRATIVE STAFF: A NIGERIAN CASE
STUDY**

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1124224

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UNIVERSITY OF BEDFORDSHIRE, LUTON

ROLE AMBIGUITY AND ROLE CONFLICT AMONGST UNIVERSITY
ACADEMIC AND ADMINISTRATIVE STAFF: A NIGERIAN CASE STUDY

By

Mandy Jollie Bako

A thesis submitted to the University of Bedfordshire in partial
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ABSTRACT

The purpose of this study was to investigate role ambiguity and role conflict amongst the academic and administrative staff of the University of Lagos, Nigeria and to determine the differences that exist between them in this perception. The study also examined the impact of demographical variables such as gender, age, educational qualification and tenure on role perception. The questionnaire consisted of demographic questions and Role Perception Questionnaire developed by Rizzo et al., (1970) to measure role ambiguity and role conflict. A response rate of 53.5% from a total of 200 questionnaires was achieved. The results of the statistical analysis computed established a statistically significant difference in the perception of role ambiguity between the groups, but no significant difference was found in their perception of role conflict. The academic staff perceived significantly higher role ambiguity than the administrative staff, but no significant difference was recorded in their perception of role conflict. Educational qualification and gender had a significant impact on role perception of the academic staff, but did not have any significant relationship with the administrative staff's perception of role. Tenure and age did not have any significant impact on role perception of the groups investigated. The study confirmed a positive correlation between role ambiguity with role conflict with an insignificant correlation value ($r = .45$). Recommendations for future research and implementation for universities administrators were made.

DECLARATION

I declare that this thesis is my own unaided work. It is being submitted for the degree of MSc. by Research at the University of Bedfordshire.

It has not been submitted before for any degree or examination in any other University.

Name of candidate: Mandy Jollie Bako

Signature

Date: August 20, 2014

August, 2014

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Finally, I wish to thank members of my family for their support, love, prayers and unflinching encouragement that enabled me to complete this work and especially my grandson, McBright whose cheerful smiles each time we Skype kept me going.

DEDICATION PAGE

This project is dedicated to God Almighty, the Omniscient and to the memories of my late father, Mr. Bako Byeing.

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CHAPTER ONE

1.0 INTRODUCTION

This study aims to investigating the perception of role ambiguity and role conflict of the academic and administrative staff of the University of Lagos, Nigeria. It also seeks to find out the differences between the academic and administrative staff of the university in their perception of role ambiguity and role conflict. The study will also explore the impact of demographic variables such as gender, age, educational qualification and length of service (tenure) on perception of role ambiguity and role conflict of the groups under consideration. A quantitative research methodology is employed to gather the objective account of 104 convenient selected academic and administrative staff from all the faculties of the University of Lagos, Nigeria pertaining to their role perception.

1.1 BACKGROUND OF THE STUDY

Universities are complex organisations comprising of varieties of communities of large collections of academic disciplines and functions. It is therefore made up of people with diverse backgrounds, needs, skills, talents, aspirations, undertakings, ideas, and status. Their interest, values, competencies, knowledge, perceptions and styles of behaviour might also differ (Duzie, 2012). The academic and administrative staffs are key actors in higher education institutions as they play a dual role in the management of these complex institutions (Del Favero & Bray, 2005). Odoweye (1995) in Fadekemi & Isaac (2011) pointed out that the university community consists of three major sections, the administrators, the academics and the students.

Referring to the academic and administrative staff, Del Favero (2003, p.904) stated that they are the two main groups responsible for “determining institutional direction and resourcing, and decision-making which defines and shapes academic programs”. The academic and administrative staff have distinct patterns of activity that defines their relationships and

reflects interaction with others within the university. Their roles and responsibilities require that they interact with each other in the course of their work.

Employees in complex organisations like universities are bound to have diverse expectations of themselves and from their colleagues in the course of carrying out their organisational roles. Role ambiguity and role conflict are therefore naturally expected and inescapable in such complex organisations as universities. Citing Vertbeke et al. (2011), Soltani et al (2013, p.1928) pointed out that “role ambiguity is the inseparable part of any work environment”. As a result of this, Dilshad and Lalif (2011) posit that stress is inevitable in any employment and work places.

According to Hartenian et al. (2011, p.40), roles can be defined as expectations about a social behaviour as well as functions carried out by an employee for an organisation, or positions occupied by an employee in an organisation. In an organisational context therefore, roles refers to “expectations employees have of each other”. Role ambiguity results from situations whereby the employee’s expected roles are different from the perceived roles, and role conflict where the perceived roles differs from the actual role the employee performs.

Role conflict, as defined by Cooper (1991), is incongruence of role expectations and a situation whereby an individual is expected to perform two or more different roles. Role ambiguity is experienced when an individual does not have sufficient information about his role and does not know how to meet the requirements (Cordes & Dougherty, 1993; Cooper, 1991). An individual role is affected by the roles of the members within the organisation with whom he/she relates (Kahn et al., 1964; Dilshad & Latif, 2011). Also, these members, called his role set, have different expectations which they exert on the individual (role occupant) resulting in the perception of role stress in form of role ambiguity and role conflict which the present study focus on.

Following Kahn et al. (1964), when these expectations are in conflict or incompatible and unclear or vague, it would result in stress. They also posit that role ambiguity and role conflict

are dysfunctional. Occupational stress, according to Kelloway & Barling (1990), is made up of role overload, role ambiguity and role conflict. This study focuses on role ambiguity and role conflict which are components of occupational or role stress. When expectations are in conflict, role conflict may result and when expectations are vague, role ambiguity may result leading to role stress and job dissatisfaction (Kahn et al., 1964).

Katz and Kahn (1966) opine that role stress is a consequence of role ambiguity and role conflict. Role ambiguity and role conflict are the most widely studied role stress variables (Jackson & Schuler, 1985). Rutherford et al. (2010, p.9) stated that “When examining role stress, researchers typically examine two constructs: role ambiguity and role conflict. Based on research, Idris (2011) posits that the components of role stressors are role overload, role ambiguity and role conflict which are all related though different constructs.

Role stressor is defined as the pressure an individual experienced in association with the demands and constraints of organisational and job-specification factors, while role overload is a situation whereby the capability and motivation for job performance of an individual do not match the expectations of his role (Kahn et al., 1964; Idris, 2011). Karimi et al. (2014) also refer to role stressors as consisting of role overload, role ambiguity and role conflict. In this study therefore, the researcher might indicate role stress when referring to role ambiguity and role conflict.

The academic and administrative staffs are interdependent groups who “play critical and central roles in higher education in fulfilling the missions of education, research advancement and public service” (Hui-Min, 2009, p.43). Based on Kahn et al., (1964) theory, they are members of a role set and therefore would influence one another roles. This theory also posits that role ambiguity and role conflict are dysfunction. The studies of role ambiguity and role conflict amongst the academic and administrative staff is therefore crucial for effectiveness and productivity of university organisations.

Scholars in recent and past time have identified role ambiguity and role conflict as the two main role stressors in research that have dysfunctional effect on both the individuals and organisations (Rizzo et al., 1970; Katz & Kahn, 1966; Jackson & Schuler, 1985; Gmelch & Torelli, 1994; Yousef, 2000; Tang, 2010; Schulz, 2013). The negative outcomes of role ambiguity and role conflict includes tension; lack of confidence; a feeling of hopelessness; anxiety and depression; decreased job satisfaction; distrust in the organisation; ill relationship with members of role set and superior officers; poor performance; which in turn affects the organisations' overall performance (Jackson & Schuler, 1985; Muchinsky, 1997; Fisher & Gitleson, 1983; Abramis, 1994; Tubre & Collins, 2000; Moore, 2000; Wolverson et al., 1999; Boles et al., 2003; Vanishree, 2013; Rizzo et al., 1970; Celik, 2013; Idris, 2011).

Yoshioka (1990) however, have a different analysis of role ambiguity, having found out that role ambiguity enables one to adapt to changing situations thereby enhancing administrative flexibility. Quarat-ul-ain et al. (2013) found no significant relationship between role conflict and job satisfaction while Tang and Chang argues that role conflict has a positive effect of enhancing work creativity. Making reference to Schafer (1998), Dilshad and Lateef (2011) in their study of faculty perception at university level stated that stress does have some positive effects and cited Greenberg (2009, p.322) that "role overload, role insufficiency, role ambiguity and role conflict" are the causes of occupational stress.

Literature has recorded the existence of role ambiguity and role conflict among the academic and administrators of universities (Dilshad & Latif, 2011; Winefield, 2000;) and that academics experience higher occupational stress than other staff (Winefield, 2003). There are also documented evidence that demographic variables have diverse effect on role ambiguity and role conflict (Cohen, 1991; Sturman, 2003; Winefield et al., 2003; Griffith et al., 1999; Dua, 1994 Beena, 2009;). Dua (1994) reported that gender, age, experience and position are variables that have significant effect on occupational stress.

There is limited literature pertaining to role conflict and role ambiguity in Nigeria compared to other (especially the developed) countries. Majority of research on role conflict and role ambiguity have examined these constructs among professional groups, e.g. academics,

administrators (Winefield, 2000; Winefield et al., 2003; Koustelios et al., 2004; Duzie, 2012; Oduwaiye, 2006; Safaria et al., 2011; Idris, 2011; Gillespie et al., 2001; Dua, 1994; Wolverson et al., 1999), their effects on work-related variables such as performance, satisfaction, etc, (Yousef, 2000; Quarat-ul-ain et al., 2013; Tang and Chang, 2010). However, none to the knowledge of the researcher have examined these constructs amongst the academic and administrative staff and the differences that exist between them, especially in the Nigerian universities. The present study will fill this research void by examining role conflict and role ambiguity amongst the academic and administrative staff of the University of Lagos, Nigeria.

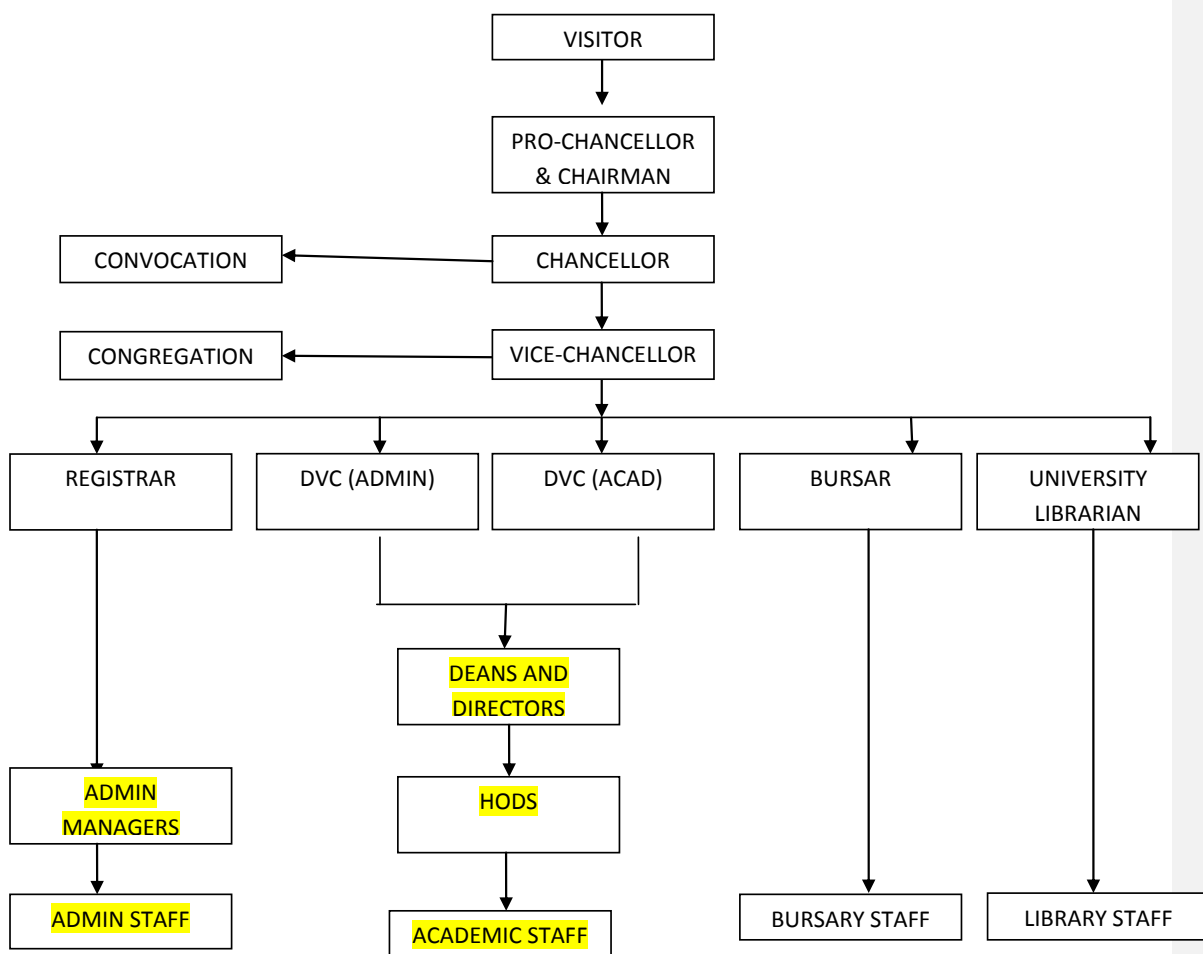
1.1.1 HISTORICAL EVOLUTION OF UNIVERSITIES IN NIGERIA

The protests by the Nascent Nationalist Movement of 1920s against discrimination in employment, placement, privileges and career advancements of Nigerians based solely on racial consideration brought the notion of university education in Nigeria. The protest led the colonial administrators to device two strategies: (i) to expand the educational facilities to produce natives to take up civil service appointments; and (ii) the institution of a scholarship scheme for higher education abroad.

These two strategies led to the founding of University College (UI), Ibadan in 1948 with an initial student enrolment of 104 which was then affiliated to the University of London (Ike, 1976). The establishment of University College Ibadan was followed by the establishment of University of Nigeria, Nsukka in 1960 and three other universities in 1962 namely: University of Ife, Ahmadu Bello University, Zaria and University of Lagos. As of April, 2012, Nigeria had 117 universities, broken down as follows: 36 Federal Universities, 37 State-owned Universities and 45 private-owned Universities.

1.1.2 ORGANISATIONAL STRUCTURE OF A TYPICAL NIGERIAN UNIVERSITY

FIG 1.1.2: Organogram Of A Typical Nigerian University



NOTE: The marked portions, i.e. the faculties and departments are points of possible highest role relationships between academic staff and administrators.

The Vice Chancellor is the Head/Chair of the university. He is the number one academic officer as well as the administrative head of the entire university system. Authority flows down the line from the Vice Chancellor through his/her deputies, the University Librarian, the University Bursar and the Registrar who together make up the Principal Officers. From the principal officers, authority flows down through several other categories of officers as indicated in the organogram, who exercise authority at their respective levels.

The academic arm of the university is made up of the faculties headed by Deans of Faculties who are usually professors. The faculties consist of a group of related academic departments which housed all academic programmes, headed by Heads of departments who also are usually professors and preside over the various units of the department. The Deans represents the faculty in Senate, while the Heads of Departments represents the departments at both the Faculty Boards and the Senates of the Universities. The administrative arm of the university is headed by the Registrar from who authority flows down the line through his/her deputies.

1.2 STATEMENT OF PROBLEM

Role theory implied that the effectiveness of employees can be impaired by role ambiguity and role conflict. Majority of the studies on role ambiguity and role conflict, as can be seen from literature above, reported that they have negative consequences on both the organisation and individuals. Since role ambiguity and role conflict has been reported among the academic and administrative staff, and since these two groups are key actors in higher institution management, the study of role ambiguity among them is crucial. However, there are limited studies, if any, focusing on the academic and administrative staff of universities.

Gillespie et al. (2001) suggested that further research on role stress should involve both the academic and general staff as studies on this topic have concentrated on the academic staff. Furthermore, Boles et al. (2003) observed that there is limited literature examining the interrelationships between role ambiguity and role

conflict among the academic and administrative staff who are key actors in universality's administration.

According to Celik (2013), role ambiguity creates uncertainty in decision-making as more time and effort are spent seeking approval from others, thereby decreasing performance. Since role stress has dysfunction effect on both the individual and organisations, it should not be considered only as an individual problem but also as a serious organisational and national problem. In addition to dissatisfaction, job related stress is of great financial cost to any nation due to the health implication, absenteeism, and low organisational commitment (Mostert et al. (2008).

Growth of information technology in recent time is changing the mode of education delivery in higher institutions and has resulted in increase in the number of students. This, along with the development of an 'enterprise culture' within higher education has in turn resulted in a growing involvement of academic related staff in teaching and learning in higher education (Court, 2001). Winefield (2000) reported that this worldwide transformation in higher institutions has changed the nature of work at higher institutions resulting in increased pressure at work for staff of these institutions (Winefield, 2000; Dua, 1996).

Court and Kinman (2008) observed that academic related staffs, principally administrators, computer staff and librarians are contributing directly on provision of higher education alongside academic staff, resulting in crossed boundaries between academic-related and academic work (Court, 2001). These changes may result in overlap of responsibilities between the academics and administrators of higher education giving rise to role stress such as role ambiguity and role conflict. As noted by Tang and Chang (2010), changes in organisations leads to changes in role specifications leading to role uncertainty.

There are recorded literatures of potential roles overlap between academic staff and administrators in most countries. For example, in the United Kingdom, The

Dearing Report of The National Committee of Inquiry into Higher Education (NCIHE, 1997) noted a potential overlap of non-academic's career with that of academic staff as administrators and other support staff are increasingly taking the responsibility of learning and teaching. Whitchurch (2008) confirms this scenario after comparing the situation in United Kingdom, Australia and United State.

In Nigeria, Fadekemi & Isaac (2011) observed a similar development. They reported that the Nigerian legislation is vague in its definition of roles of institutions, their officers, their power and functions. Consequently, university staffs are commonly found responsible to different functions or roles, particularly the academic staff that are usually faced with dual roles of academic and administrative duties leading to ineffectiveness in Nigerian university's governance. From the above discussions, it is evident that role ambiguity and role conflict is a probable occurrence in universities and the Nigerian Universities are no exceptions.

More so, it has been alleged that role conflict in Nigerian Universities has for decades given rise to distrust and hostility among professional and academic administrators. This contributes in hampering effective and efficient attainment of the goals and objectives of university education in Nigeria (Duze, 2012). Role ambiguity and role conflicts among the academic and administrative staff in universities, if not checked, could be disruptive and negative as people involved often see one another as enemies (Olaleye & Arogundade, 2013). If the working relationship between academics and administrators continue to deteriorate as a result of role ambiguity and role conflict, a question arises whether the traditional institutions of academic governance are up to the task of the current era of climate change in academia.

As a result of role overlaps and unclear role relationships, friction has always existed between the academic staff and administrators of higher education institutions. In the Nigerian universities, this friction sometimes results into

conflicts and strike actions, hampering the attainment of the universities' goals and objectives as earlier mentioned (Duzie, 2012).

Worldwide, higher education is the conventional ground for creation and dissemination of knowledge and therefore vital to sustainable development of a nation. Issues of management in higher education institution, thus, merit top priority. Making reference to Breslin (2000), Guskin (1996) and Westmeyer (1990), Del Favero and Bray (2005) stated that the relationship between the academics and administrators in colleges and universities is central to the effectiveness of shared governance. The study of role ambiguity and role conflict among the academic and administrative staff would contribute to the existing literature on this important relationship and implementation of recommendations from the findings would boost the effectiveness of shared governance.

Higher education institutions have experience a significant transformation worldwide, resulting in increased pressure on their staff (Winefield, 2000). Consequently, there is increased in stress (RA & RC) which would lower the productivity of employees and results in other work related problems (Mostert et al., 2008). According to Conway (1998), ambiguity of the boundaries of academic and administrative roles in institution management is a challenge that has led to the perceived incompetence and unwieldiness of management practices in higher education. A call for clarification of roles and collaboration between academics and administrators is thus vital for effectiveness and efficiency in universities, making the study of role ambiguity and role conflict worthwhile.

1.3 AIM AND OBJECTIVES OF THE STUDY

The aim of this study is to investigate role perception amongst the academic and administrative staff, focusing on role ambiguity and role conflict with specific reference on the University of Lagos, Nigeria. The study will examine and compare the role perception of the group under consideration. It will also investigate the effects of demographic variables (gender, age, educational qualification and job tenure) of the academic and administrative staff on role

ambiguity and role conflict. The emphasis will be on the objective interpretations these groups bring about their roles in terms of their perception of role ambiguity and role conflict. The followings are specific objectives:

1. To draw from literature issues in order to situate and focus the empirical research.
2. To assemble objective accounts of the key actors being studied in order to build a picture of how the academic staff and administrators of University of Lagos, Nigeria perceive their own roles.
3. To find out if differences exists between the academic and administrative staff of the University of Lagos in their perception of role ambiguity and role conflict.
4. To find out the effect of demographical variables: gender, age, qualification and length of service on the groups' perception of role ambiguity and role conflict.
5. To find out the association of role ambiguity and role conflict among the academic
6. To proffer solutions aimed at ameliorating role ambiguity and role conflict if any.
7. To contribute to the growing body of knowledge on the subject of discourse.

1.4 RESEARCH QUESTIONS

Drawing from literature on role ambiguity and role conflict as stated in the previous sections, the central question for this study is: what is the perception of the academic and administrative staff of the University of Lagos of their roles? To address this central question, the following sub-questions will be explored:

- Q1. Do the academic and administrative staffs of the University of Lagos perceive role ambiguity and role conflict at work?
- Q3. Is there a significant difference in the perception of role conflict and role ambiguity between the academic and administrative staff of the University of Lagos?

- Q4. Do demographical variables: gender, age, educational qualification and tenure have effect on the academic and administrative staff perception of roles?
- Q5. What is the association of role ambiguity and role conflict among the academic and administrative staff of the University of Lagos?

1.5 SIGNIFICANCE OF THE STUDY

In view of the above discussions, it is vital to investigate role ambiguity and role conflict which are components of role stress among the academic and administrative staff. It is also important to investigate the effect of demographic variables on perceptions of role due to their impacts as reported in literature. Through the investigation of the perception of role ambiguity and role conflict among the academic and administrative staff, factors leading to uncertainty and conflict in relation to roles might be identified, and ways for resolution of role ambiguity and role conflict can also be revealed, which will eventually lead to enhanced work performance.

As earlier stated, there is scant literature on role ambiguity and role conflict among the academics and administrators as two distinct but interdependent entities within a complex system. This has resulted in perceived ineffectiveness of universities management. This study will fill the gap in this regard. The study will improve our understanding of how the subjects under study perceive their roles and thus reveal dreary areas that stand as a hindrance to effective collegiality in the university.

Another importance of this study is that it will provide empirical information on the relationship of role ambiguity and role conflict of the academic and administrative staff which may help in the design of strategy for a stable work environment. This study will also help individual academic and administrative staff of the institution understand the complex relationship between them and also appreciate the contribution of one another in academic organisations. An understanding of the way academic and administrative staff view their work will

also assist the organisations to reduce the tensions between them where this is not productive, and to build on the benefits that accrue from having access to dual perspectives on education.

This study would be useful to higher education administrators and policy makers as the findings may be used in the administrative functions of the institutions. Also, administrators may use the findings to address perceived tension between groups by using the findings to manage role ambiguity and role conflict thereby improving performance of staff.

The study may serve as a guide for subsequent researchers interested in studying the constructs of role ambiguity and role conflict and their impacts in organisations.

1.6 SCOPE AND LIMITATIONS

The focus of this study is on Deans, academic staff and those administrators assigned to faculties or departments in the university. It is at the faculties/departments, that interaction between academic staff and administrators is most experienced and hence a point of possible overlap. McMaster (2005) identified the faculty level (the work of Deans, Lecturers and Faculty Managers) as the point of intersection between university-wide planning, policy and administrative structures and discipline-based programs in most university organisation charts. Consequently, the faculty is the point of possible role overlap among the academic and administrative staff.

Due to time constraint, this study is limited to only one university, and could not investigate the impact of the constructs studied on other organisational variables. This thus, makes comparability in this study limited and the generality of findings not attainable. However, further research on this topic might look at the case in other universities for comparison and generalisation of the research findings. Further study might also investigate the impact of role ambiguity and role conflict

on other work-related variables. Resource scarcity is another major constraint faced in this study.

1.7 RESEARCH METHODOLOGY

This section provides a brief outline of the methodological approach for this study; the detailed methodological approach will be discussed in chapter three. Considering the nature of this research problem, a quantitative approach is deemed appropriate for this study. A quantitative research method emphasises on objectivity, measurement, reliability (Lee, 1992). The process will include a survey of secondary-source data where a survey of the literature will be undertaken to gather information on the subject under study to enable the researcher draw the research questions and formulate the hypotheses.

A Primary-sourced data will also be obtained via survey questionnaires using well validated scales adopted to measure the perception of the group under study in order to answer the research questions and test the hypotheses formulated. The sample of the study will be drawn by means of opportunity or convenience sampling techniques and the analysis of responses from participants will be statistically done using SPSS software.

1.8 CHAPTER SUMMARY

The above chapter is the introductory part of this research. In it an overview of the research, stating the research aims and objectives, the statement of research problem, research questions and the significance of the study has been provided. Chapter one is followed by chapter two which present relevant literature on the subject of discourse. Essentially, the concept of role, organisational role theory, role ambiguity and role conflict and their characteristics are discussed and the hypotheses postulated based on findings from the literature.

The research methodology, covering the research philosophy, approach, methods, and research design are presented in chapter three. Also in chapter three, issues of

reliability were discussed and the data analysis procedures introduced. Following chapter three is chapter four where the analysis methods employed and the results of the analysis are discussed. Chapter five is the final chapter embodying summary of research findings, conclusions and recommendation for implementation and future research.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter presents theoretical foundation to certify the general research effort through discussion of views of experts on the subject of discourse. A general overview of the concept of role is explored, followed by an overview of literature on organisational role theory, some definitions of role perception, role ambiguity and role conflict, Characteristics of role ambiguity and role conflict in general. Also, issues of role ambiguity and role conflict in higher education are considered and lastly, the effect of demographic variables on the academic and administrative staffs' perception of role ambiguity and role conflict are well deliberated on. The overall essence of this chapter is to provide an understanding of the constructs and guide the generation of hypotheses to be tested in order to achieve the research aim.

Administrators are not academics, but employed in higher education institutions to undertake roles related to academic purposes, while academics are employed for the main purpose of teaching, research and public service. However, administrators who have acquired suitable qualifications and experience do undertake some academic responsibilities like teaching and curriculum design and likewise, some academics do undertake some administrative duties. (Conway, 2005; 2012).

McMaster (2005) noted that there are distinct academic and administrative domains with different authority structures and assumptions about the nature of work in institutions of higher learning. This difference, coupled with the introduction of new management roles and responsibilities in colleges and universities worldwide have given rise to role problems such as role ambiguity among/between the academic and administrative staff (Safari et al., 2011)

Comment [JC1]: I think that you should say here that you are going to use some classic, older definitions of these key concepts from Katz et al and from Rizzo

In this study, I am going to rely heavily on some classic, older definitions of the key concepts from Rizzo et al (1970), Kahn et al. (1964) and Katz and Kahn (1978) who introduced the concept of role theory in organisations as most work on roles are linked to them.

2.1 THE CONCEPT OF ROLE

Rizzo et al (1970) defined role as a set of expectations about behaviour for a position in a social structure. Expectations define behavioural requirements or limits ascribed to the role by the focal person filling that position or by others who relate to the role or simply have notions about it. Citing Newcom (1951) Adidu (1998, p.18) stated that “the ways of behaving which are expected of an individual who occupies a certain position constitutes the role... associated with the position”. Role relates to the functions of individuals and their behaviours to others.

Comment [JC2]: is this a quotation from Rizzo, if so it needs quotation marks?

Roles are key aspects of employees' working function as it comprises the expectations of employees, and what they expect of one another in connection with their functions in the organisation. A role defines clearly the contribution of an individual within a group. It is not personalised and thus does not defined the character of the holder. Conceptually, a role is a pattern of behaviours perceived by an employee as behaviours that are expected (Hollenbeck & Ilgen, 1991). Differently put, it connotes a set of expectations about behaviour for a position in a social structure, i.e. how a role occupant is expected to behave (Beena, 1999).

Hartenian et al. (2011) refer to roles as the expected behaviour employees have of each other and also the positions they hold in the organisation. Malik and Waheed (2010), making reference to Pareek, 1993 stated that roles include expectations that employees have of each other and the jobs they perform within the organisation. It is also defined as a combination of different tasks assigned to employees who are expected to perform these tasks in the way of the organisation's expectations (Malik & Waheed, 2010).

Beena (1999) stated that there are three types of roles: (i) the expected role which refer to the expectations of others from the occupant (ii) the perceived role which is the role occupant belief of what is expected of him and (iii) the actual or enacted role referring to the definite behaviour portrayed by the role occupant. She further stated that an individual is capable of fulfilling multiples roles within an organisations and that organisations need all the types of roles in order to be successful. It is noteworthy that lack of role clarity is a hindrance to organisational success. Changes in roles result in severe role ambiguity and role conflict making the human resource management difficult (Caldwell, 2003).

“Roles can be thought of in two ways: (a) as expectations one has about social behaviour, and (b) as functions or positions. In an organisational context, role is expectations that employees have of each other. These may include peer expectations, expectations a supervisor has of a subordinate, or expectations an employee has of his manager. Second, roles are also functions (activities) or positions (jobs) that employees perform for the organisation. If the expected and perceived roles are different, the individual experiences role ambiguity, or a lack of role clarity. When the perceived roles differ from the enacted roles (actual social behaviour and function), the individual experiences role conflict” (Hartenian et al., 2011).

According to Hartenian et al. (2011), the implication of role theory is that individuals, whose expected behaviours are inconsistent, which signifies the existence of role conflict, would perform less effectively compared to those whose roles are not in conflict. Likewise, an individual lacking adequate information (role ambiguity) about his/her role would face problems of coping, leading also to lack of satisfaction, increased anxiety and less performance, although role ambiguity has greater influence on satisfaction than role conflict (Rizzo et al., 1970).

It will be observed that there are changes in the definition of roles probably due to the ambiguity in boundaries resulting in role overlaps as stated earlier. The definition of role by Malik and Waheed (a combination of different tasks assigned to employees who are expected to perform these tasks in the way of the organisations' expectations appropriately defines the overlapping role relationships between the academic and administrative staff as indicated in literature. The researcher thus adopts this definition in this study.

Katz and Kahn (1978) posit that perceived expectations enhances individual understanding of the behaviours necessary for competency, thus an individual's role is determined by the set of expectations received. When the expectations received are insufficient or unclear, the individual would experience role ambiguity and this can lead to incompetency. Poorly defined roles, unclear instructions and uncertainty about the nature or extent of a role, or how to meet the role specifications is the problem most role incumbents faces in organisations. There are many types of role theory, but for the purpose of this study, organisational role theory which is relevant to the study, is considered in the next section.

Comment [JC3]: it would be helpful if you could show why there have been changes in the definitions of roles and which of these definitions of role you are going to use and why?

2.2 ORGANISATIONAL ROLE THEORY

An organisation is a collection of people fulfilling certain roles in order to achieve organisational goals. An organisation is distinct, and its boundaries are determined by the relationship and patterns of interaction carried out in a continuous process to transform input into output. It is "an open system; a system of roles" consisting of sequence of activities geared toward the realisation of organisational goals (Kahn et al.1964, p.388). Implicitly, relations in organisations are relations between roles rather than between people.

Comment [JC4]: are these all your own words?

Organisational role theory is concerned with the role of formal organisations and how individuals interrelate within these organisations (Kahn et al., 1964; Katz and Kahn, 1978), and is used for business applications and among psychologists and sociologist interested in organisational theory. Since organisations are role-

systems (Katz & Kahn, 1978) that depend on the interaction of system members, this view point of role theory gives room for role conflict and role ambiguity which could be expected to have negative consequences on organisational outcomes.

Comment [JC5]: do note that this is an old source and have you got any more recent source or can you explain why you choose to hold on to this one as a classic?

Work behaviour in organisations is guided by the social interactions that occur throughout the role-system, i.e. it consists of the “role behaviours of its members, the norms prescribing and sanctioning these behaviours and the values in which the norms are embedded (Katz & Kahn 1978, p.43). Classical organisational theory opines that every role holder in an organisation should have a defined set of tasks and responsibilities communicated to him by the role sender (Rizzo et al., 1970). A role sender is one who communicates the expectations of a role and a focal person is one that receives the guided expectations from the role sender (Kahn et al., 1964). When discrepancies exist in the expectations and perceptions of roles, it gives rise to role ambiguity and conflict which are among the most widely studied role stress variables.

2.3 ROLE PERCEPTION

Having understood the meaning of role, an understanding of perception will shed light on our discussion. Social perception has been defined differently by different scholars. According to Quick and Nelson (1997, pp.83-84) “social perception is the process of interpreting information about another person”. Individual’s perception of a particular circumstance differs depending on the understanding and interpretation of the individual. Perception is a very important tool in collaboration and joint effort. Negative perception is an impediment to collaboration and hence productivity as it creates a culture that impedes productive interactions between groups. The reverse is the case when perception is positive (Favero, 2005)

Based on the above submission, role perception means the degree of clarity or ambiguity of an individual role. Hartenian et al. (2011) affirm that role ambiguity and role conflict are vital features of role perceptions. They defined role

perceptions as the beliefs of people about their jobs and how to perform them. They hypothesised and supported based on the result of their study that role ambiguity is an antecedent to role conflict. In this study therefore, Rizzo et al.'s Role Perception Questionnaire, containing 'Role conflict and role ambiguity' scales will be used to measure the perception of the academic and administrative staff at the University of Lagos of their roles. These measures have been used to measure role perceptions in prior studies (Taylor & Kluemper, 2012; Chiaburu & Marinova, 2012).

2.4 ROLE AMBIGUITY

Role ambiguity has been defined as lack of clarity of plans and goals, and uncertainty about the authority or knowledge on how to perform assigned jobs (roles) (Rizzo et al., 1970). Sinha & Subramanian (2012) refers to role ambiguity as the degree of uncertainty perceived in accomplishing role requirements or the absence of predictability about the result of role behaviour. Onyemah (2008) defined role ambiguity as the employee's uncertainty about what members of his/her role set expect of him/her, while Shoemaker (1999) sees role ambiguity as a reverse of role clarity.

According to Hartenian et al. (2011), role ambiguity is the differences between expected and perceived roles or the absence of role clarity. Role clarity is defined as the extent to which employee's roles are clearly communicated and understood by them. In a study of interrelationships of role conflict, role ambiguity, and Work-family conflict with different facets of job satisfaction, Boles et al. (2003) pointed out that perceived lack of clarity precedes role ambiguity. Role clarity has been conceptually defined by Rizzo et al. (1970) as the extent to which an employee knows what is expected of him or her for adequate performance of his tasks and job responsibilities.

Role ambiguity results when an employee receives unclear instructions concerning his duties and actions, leading to job stress. It is said to exist when an employee receives vague and unclear expectations leading to uncertainty of what

is expected of him. Employees are said to experience role ambiguity when they receive simultaneous and contradictory expectations from their work colleagues making it difficult for them to complete their tasks (Katz & Kahn, 1978). Role ambiguity refers to "... lack of clarity in understanding what expectations or prescriptions exist for a given role" (Rahim, 2011, p.71). According to Olaleye and Arogundade (2013), it is a situation whereby individual lack clarity of what they expect of one another, ill-defined roles, and that it leads role conflict.

According to Kahn, et al. (1964), role ambiguity is a form of inadequate role sending which is "a direct function of the discrepancy between the information available to the person and that which is required for adequate performance of his [or her] role" (p. 73). They went further to state that an individual will experience stress, less satisfaction and perform less effectively when behaviours expected of them are inconsistent, confusing and conflicting than when expectations imposed on them are somewhat clear and consistent. There is the likelihood of pressures in form of role conflict and role ambiguity among academics and administrators as they struggle to reach consensus in institutional management as they come into contact with groups inside and outside the organisation.

Kahn, et al. (1964, p.73) stated that role ambiguity is a form of inadequate role sending which is "a direct function of the discrepancy between the information available to the person and that which is required for adequate performance of his [or her] role". They went further to state that an individual will experience stress, less satisfaction and perform less effectively when behaviours expected of them are inconsistent, confusing and conflicting than when expectations imposed on them are somewhat clear and consistent. There is the likelihood of pressures in form of role conflict and role ambiguity among academics and administrators as they struggle to reach consensus in institutional management as they come into contact with groups inside and outside the organisation.

Role ambiguity is the extent of lack of clear information linked to a role and uncertainty of the result of an individual's role performance (Beena, 1999). Hsieh

& Hsieh (2003) opine that role ambiguity could be due to insufficient information regarding an employee's role or lack of understanding of what is expected of him. This definition is in agreement with Idris (2011) view who defines role ambiguity as when an individual lack clear authority or knowledge on how to perform his assigned roles. Schulz and Auld (2006) posit that role ambiguity is as a result of unclear distribution of power, hierarchy, duties or individual's activities. Yongkang et al. (2014) defined role ambiguity as the degree of vagueness of role expectations, means of fulfilling the role expectations and the penalty of role performance. This study will use the definition of Idris (2011).

Comment [JC6]: Again end this section with an explanation of which definition you will use and why

2.5 ROLE CONFLICT

Role conflict occurs when responsibilities assigned to a role holder are conflicting. Katz and Kahn defined role conflict as "the simultaneous occurrence of two or more sets of pressures such that compliance with one would make more difficult compliance with the other" (1966, p. 184). This implies that when the guidance for a specific role is conflicting or are received from multiple senders, the focal person would experience role conflict. It was defined by Rizzo et al. (1970) as the contradicting roles individuals carry in an organisation and noted that the role conflict items are in agreement to role behaviour and therefore related to the elements of role ambiguity which predicts the outcome of one's behaviour.

Cooper et al. (2001) referred to role conflict as reflects incompatible demands on individuals that leads to negative emotional reaction as a result of perceived inability or ineffectiveness in job performance. According to Johnson (2003), role conflict results when a focal person is expected to undertake duties he perceived as not being part of his roles, perform jobs that are incongruent to his personal values or beliefs or when the time allocated for the completion of task is not sufficient. This agrees with Rizzo et al.'s (1970) idea of chain of command and unity of command principle that: a single flow of authority promotes job satisfaction and that a focal person should receive direction from one role sender only.

Beena (1999) defined role conflict as the perceived and experienced incongruity of expectations of role assigned to an individual in an organisation, the competing expectations and demands linked with a role. Pandey and Kumar (1997, p.191) defined role conflict “as a state of mind or experience or perception of the role incumbent arising out of the simultaneous occurrence of two or more role expectations such that compliance with one would make compliance with the other (s) more difficult or even impossible. According to Hartenian et al (2011) role conflict is experienced when a difference exist between the perceived roles and the enacted roles.

Role conflict occurs when an individual in an organisation is required to perform a task that does not match his or her expertise, interests, goals, and values or if there is a significant mismatch between the expectation of his or her role and what is demanded of him or her by the organisation. It is “the simultaneous occurrence of two (or more) sets of pressures such that compliance with one would make more difficult compliance with the other” (Kahn et al. 1964, p.191). According to them, role conflict stems from the position of the task the role holder is responsible for. Yongkang et al. (2014) described role conflict as when individuals are faced with irreconcilable role expectations regarding their tasks.

There are four distinct types of role conflict (Kahn et al., 1964; Pandey & Kumar, 1997):

- (i) Intrasender Conflict which occurs when a role sender requires a role receiver (i.e. the focal person) to perform contradictory or inconsistent roles.
- (ii) Intersender Conflict when a role receiver receives incongruent demands from two different senders.
- (iii) Interrole Conflict which is a situation whereby an individual occupies two or more roles with inconsistent expectations.

- (iv) Intrasole (Person-Role) Conflict when what is required of a role occupant are incongruent with the role occupant's attitudes, values, and professional behaviour.

According to Judeh (2011), role conflict may arise in a situation where two employees have different views about their work resulting in conflicting demands and expectations thereby leading to incompatible decisions. This agrees with Rizzo et al., (1970) who pointed out that role conflict results when an individual is subjected to conflicting sets of expectations and demands in the organisation or when there is violation of the principle of chain or unity of demand. Ivancevich (2008) sees role conflict as a situation whereby a role holder is being torn by conflicting demands from a supervisor about a job and the pressure to get along with people with whom you are incompatible.

Role conflict occurs when there is incompatibility between the expected set of behaviours perceived by the focal person and those perceived by role senders (Katz & Kahn, 1978). It "... occurs when a role occupant is required to perform two or more roles that present incongruent, contradictory, or even mutually exclusive activities" (Rahim 2011, p.69). Onyemah (2008) describes role conflict as a feeling of being torn in multiple directions, resulting in the inability of the role occupant to satisfy every role partner. In the opinion of Quarat-ul-ain et al. (2013), role conflict is caused by incompatibility of demands with employee's goals, ability, value and belief.

Role conflict can also be divided mainly into intra-role and inter-role conflict. Intra-role conflict is defined as "... the simultaneous presence of two incompatible goals or expectations within a role that results in conflict" (Nir & Eyal 2003, p.550). On the other hand, inter-role conflict is said to occur "... when an individual occupies two or more roles whose expectations are inconsistent" (Rahim 2011, p.70). Lui et al. (2001, p.471) gives an example of inter-role conflict as when "... professions impose a set of expectations on individual

Comment [JC7]: try to make it clear what each of these writers is saying and how they are developing the concept you are examining

professionals and ... the goals of an organisation, however ... differ from those of the profession”.

Differently put, a conflict is said to occur across two or more roles when a role occupant experiences contradictory or incompatible expectations on the role he/she occupies (inter-role conflict). A conflict is said to occur within a role when there are different expectations, unclear demands of role or conflicting demand within a role (Intra-role conflict). Either way, role conflict is detrimental to the success of any organisation as the role occupants become confused by the conflicting expectations of them.

The definition of Judez (2011) who sees role conflict as a situation whereby two employees have different views about their work resulting in conflicting demands and expectations thereby leading to incompatible decisions are preferred in this study. The choice is justified by the prevailing reports of the role relationships between the academic and administrative staff recorded in literature as having distinct beliefs and approach to work.

2.6 CONCEPTUAL FRAMEWORK

It is evident from the foregoing that the theoretical background and conceptual focus of the study came from research reports, articles and books based on role theory which is defined as a method of analysing individuals' behaviours in organisations (Katz & Kahn, 1966). Employers impose role expectations on employees while employees bring role expectations to the organisations based on their education, experience, beliefs and attitudes. Roles are thus the bond between the organisation and individuals. Role performance is the greatest need of any organisation (Kahn et al. 1964).

Role theory can aid in the development and allocation of roles required to make an organization function efficiently. According to Katz and Kahn (1966), the organisation and the individual are correlated in a theoretical model called role patterning. The individual in an organisation holding a specific role is the focal

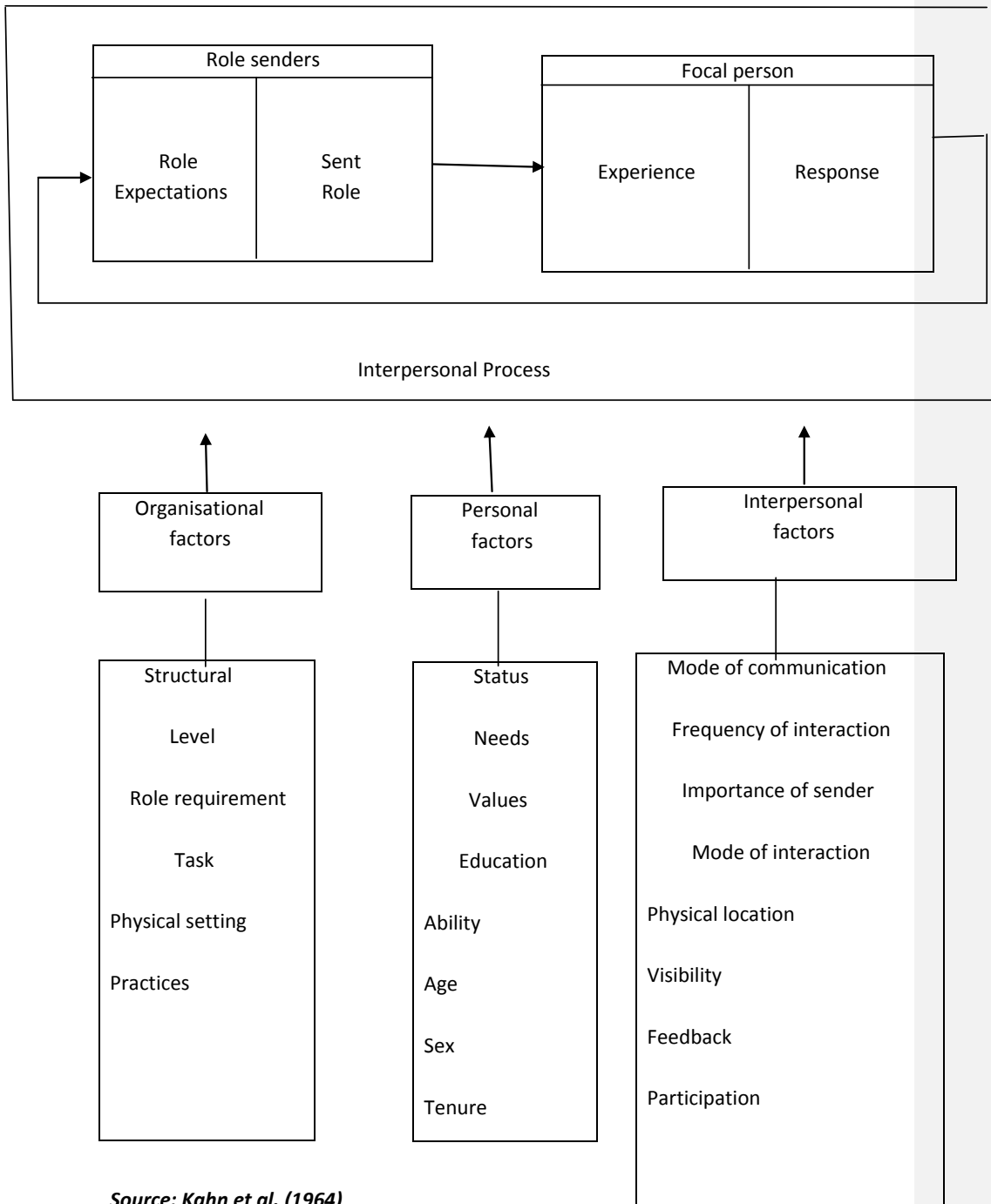
Comment [JC8]: what is this section going to address? You have already considered a number of concepts here

person and the people he/she relates with at the course of performing the said role are the role set. The role set's beliefs and attitudes about the focal person's role behaviours helps in defining the focal person's role.

In an organisational setting, an individual is positioned in what is called an office, situated in a set of on-going relationships and behaviours. Each office has role expectations partially prescribed as formal job descriptions and partially communicated by members of his/her role sets. This process is referred to as role sending. The role holder, perceives the sent role and interprets what is expected of him, learns and adapts to them. His actions (role behaviour) communicate back to the role sender whether he complies with role expectations, and this action also influence and directs the expectation of others in the organisation.

The figure in the next page below, adapted from Kahn et al. (1964), describes the process of interaction between the focal person with other factors that affects his or her role behaviour and as such, describes the notion of role ambiguity and role conflict as they occur in organisations. Complications arise where multiple activities are tight into a single role, multiple roles into a single office, and multiple offices into a single person – this can lead to role conflict.

Fig. 1: Role Model



Source: Kahn et al. (1964)

Khan et al. (1964) role episode model above explains the process of role activity between the role occupant (focal person) and the role initiator (role sender) in an organisation. The model also portrays that organisational factors, personal factors and interpersonal factors have influence on both the role occupant and the role sender and therefore on the relationship between them. The role sender and members of role set, have expectations about the behaviour or performance of the focal person which could create role pressures. Differently put, the factors creates role expectations among members of role set who convey the expectations as role pressures to the focal person.

The factors that affect the role model are indicated in the diagram. This study is set to investigate role ambiguity and role conflict among the academic and administrative staff. According to Kahn et al. (1964), role conflict and ambiguity stems from the task the individual is responsible for which is an organisational factor. Although interpersonal factors are equally important in the study of role, the researcher has picked gender, education, age and tenure which are among the personal factors that influence the role model as depicted in the diagram. Also, role perception and the effect of demographic variables which is the focus of this study, lend credence to personal factors. Furthermore, as earlier mentioned in the introductory section of this study, these factors are among the frequently reported variables that affects role stress (Dua, 1994).

2.7 CHARACTERISTICS OF ROLE AMBIGUITY AND ROLE CONFLICT

Since the introduction of role dynamics to organisational research, various scholars have investigated the effect of role ambiguity and role conflict on different constructs like stress, role performance, job satisfaction (Rizzo et al., 1970; Jackson & Schuler, 1985; Abramis, 1994; Tubre & Collins, 2000; Yousef, 2000; Boles, 2003; Tang & Chang, 2010; Schulz, 2013). It has been revealed that these two constructs, although treated as different concepts, they have similar characteristics in the sense that their effects on the individual and organisation are similar (Kahn, et al., 1964).

Kahn et al. (1964) reported that both role ambiguity and role conflict leads to dissatisfaction and lack of confidence in the organisation, tension and ineffectiveness, supporting a positive correlation between role ambiguity and role conflict and stress in an organisation. Gormley and Kennerly (2010) studied the influence of work role and perceptions of climate on faculty organisational commitment. The result of their study revealed that role ambiguity and role conflict have negative influence on organisational commitment.

Gillespie et al. (2001) posits that the implications of role ambiguity and role conflict on academic staff are dissatisfaction, lowered emotional and physical health which will eventually leads to inefficiency in universities. Role ambiguity and conflict are generally associated with poor performance. Role theory suggests that individuals would experience stress, become dissatisfied and perform less actively when they receive inconsistent expectations on their behaviour. To minimise confusion and maximise productivity therefore, it is important that roles of individuals in an organisation are clearly defined (Rizzo et al., 1970; Kahn et al. 1964).

The results of Vijaya & Hemamalini (2011) study of impact of organisational climate, role ambiguity and role conflict on organisational commitment among faculty in engineering colleges, showed that role ambiguity and role conflict significantly affected the commitment of faculty members towards their work negatively. Onyemah (2008) indicated that role ambiguity and role conflict affects job performance while Duzie (2012) associated role conflicts with the assumed resentment between the professional and academic administrators which has resulted in impeding the attainment of goals of university education.

Abramis argue that the presence of role ambiguity results in poor job performance while Tang and Chang (2010) stated that role ambiguity makes individuals doubt their capabilities and consequently leads to reduced self-efficacy. Gmelch & Torelli (1994) pointed out that role ambiguity leads to stress and burnout and

Jackson & Schuler (1985) stated that it has dysfunctional impact on various job outcomes like satisfaction, tension, performance. Hartenian et al (2011) reported in their study that role ambiguity reduces organisational efficiency and causes job dissatisfaction leading to stress and reduced turnover.

Wolverton and Gmelch (1999) supported this view as the result of their study indicated that role ambiguity reduces effectiveness and organisational commitment and likewise Tubre and Collins (2000) who discovered that role ambiguity affected job performance. Boles et al. (2003), affirming the above argument, stated that role ambiguity and role conflicts leads to job dissatisfaction which in turn affects employees commitment to the organisation and turnover intentions. Dua (1994) reported that job stressors influences anxiety, results in dissatisfaction, poor productivity and health. Winefield et al (2003) established that occupational stress lead to low job satisfaction among university staff in Australia.

Beena (1999) testified based on the result of her study on role conflict, role ambiguity and role overload of women executives in organisations that role conflict significantly affected the job satisfaction, commitment and performance of women executives to their organisation negatively. Vanishree (2013) studied the impact of role ambiguity, role conflict and role overload on job stress in small and medium scale industries and found that the three constructs affects employees concentrations, mental health and decision making skills.

Malik and Waheed studied the mediating effects of job satisfaction on role stressors and affective commitment of branch managers of private sector commercial banks in Pakistan and found that role conflict and role overload reduced job satisfaction and commitment of the bank managers. Johnson (2003) submitted that the conclusion based on summary of research over the past 50 years is that role ambiguity and role conflict have dysfunctional consequences among which are: dissatisfaction in the job and lack of confidence. Adidu (1998)

reported in her study that majority of the respondents expressed dissatisfaction in their job which is attributed to role ambiguity and role conflict.

From the result of Yongkang et al. (2014) study of the relationship among role conflict, role ambiguity and role overload and job stress, they testified that the middle-level cadres in Chinese local government perception of role ambiguity, role conflict and role overload created anxiety, lack of confidence, trust and job satisfaction. In Oduwaiye (2006) study of role conflict and administrative effectiveness of Vice Principals of public secondary schools in Kwara state, Nigeria, she recorded that role conflict and vague definition of roles affected the effectiveness of Vice Principals leading to low performance.

Role ambiguity and role conflict has the tendency to escalate to interpersonal conflict. Ambiguous role definitions and blurred boundaries of responsibilities between employees in an organisation can lead to interpersonal conflict (Duzie, 2012; Rahim, 2011) and because role conflict involves individuals, the tendency of personalising role conflict is high. It is expected that role ambiguity and role conflict would lead to interpersonal conflicts as vague definitions of roles of individuals and unclear boundaries of tasks sets the stage for interpersonal friction between the individuals involved.

It is noteworthy however, that results of empirical research concerning role ambiguity and conflict are mixed and inconclusive. For example, while various researchers as stated above posits that both role ambiguity and role conflict have negative impact on both the individual and the organisation, some have alternative views. Tosi (1971) for example, argues that role ambiguity is not related to job satisfaction but role conflict is. Supporting this argument, Quarat-ul-ain et al. (2013), states that the relationship between role conflict and job satisfaction is insignificant.

Tang and Chang (2010) also stated that although there are many de-motivational effects of role conflict on work, it does have a positive effect. They argue that role

conflict enhances work creativity as a result of multiple roles which exposes the employee to many different perspectives. Making reference to Kriesberg (1998), Fisher (2000) stated that conflict has destructive, creative and positive tendency to social change. Yoshioka (1990) argues that role ambiguity has a positive effect of reducing administrative immutability in that it aid them to adapt to changing situations.

Duzie (2012) stated that role conflicts do have some positive impact despite the perceived negative influence portrayed in most studies. In his opinion, role conflict could lead to engagement of a comprehensive investigation to correct the discovered flaws, thereby leading to better outcomes than the prevailing situations and also to innovation and creativity.

Although some researchers have stated that certain levels of role ambiguity and role conflict has a positive effect of encouraging creativity, administrative effectiveness and social change as shown above, majority of research on these constructs posits that their effects are costly to both the organisation and the individual. In view of this, the researcher has taken the view point that role ambiguity and role conflict are dysfunction based on majority evidence, and that efforts should be made towards ameliorating the effects of role ambiguity and role conflicts in organisations, and specifically in the University of Lagos.

Comment [JC9]: this is quite a good end but you should be using a more general concluding section

2.8 ISSUES ON ROLE AMBIGUITY AND ROLE CONFLICT AMONG THE ACADEMIC AND ADMINISTRATIVE STAFF

A study was conducted on faculty members working in engineering colleges in order to examine the impact of organisational climate, role ambiguity and role conflict, Faculty recorded a significantly high perception of role ambiguity and role conflict which correlated negatively with organisational commitment (Vijaya & Hamamalimi, 2011). Idris (2011) conducted a study to test the effect of role overload, role ambiguity and role conflict on psychological strain among

Comment [JC10]: Provide an introduction to this section that helps the reader understand what you are doing here

academic staff of five public universities in Malaysia and found that role ambiguity have greater influence on academics than role conflict and role overload.

Gillespie et al. (2001) affirm Idris, 2011 assertion. They reported that both academic and administrative staff experienced role stress, and that academics experienced greater stress than other occupational groups which impaired their performance, their work relationship with others, their commitment to the university and physical and psychological health. Furthermore, Winefield et al. (2003) reported that academic staff in Australian universities experience high level of occupational stress and that worldwide, the experience of occupational stress in universities is startling.

Kinman and Jones (2004) also confirm the existence of high level of stress among the academic and academic related staff (of which the administrators are chief) of UK higher education, and that their stress level is higher than that of other profession. They further stated that the level of occupational stress among these groups has increased; leaving them dissatisfied in their job and associated the stress to role conflict and overload but surprisingly, not role ambiguity as majority of the respondents, both academic and academic related staff reported that “they have a clear understanding of their roles and responsibilities” (p.44).

Still in support of the prevailing discussion, Dilshad & Latif (2011) confirmed the existence of role ambiguity and role conflict among the faculty members at university level, and likewise Dua (1994) who indicated that the university staff experienced high level of work-related stress. Dua further stated that faculty staff experienced higher level of stress compared to other groups. Academic department chairpersons also experience high level of stress both in their academic and administrative duties (Gmelch & Burns, 1994).

Comment [JC11]: have a sentence or two pointing to the implications of this for you research study

Oduwaiye (2006) in her study of role conflict and administrative effectiveness of public secondary schools in Nigeria reported a significant relationship between role conflict and administrative effectiveness. This could be true of universities administrators also. Shenkar and Zeira (1992) also indicated that chief executive officers in international joint ventures experienced significant levels of role ambiguity and role conflict. Likewise, Duzie (2012) stated that role conflict exists among the professional and academic administrators in Nigerian universities. He further stated that role conflict stem from uncertainty about the roles of one another (role ambiguity).

2.9 DEMOGRAPHIC EFFECTS ON ROLE AMBIGUITY AND ROLE CONFLICT

Gormley and Kennerly (2010) studied the influence of work role and perceptions of climate on faculty organisational commitment. The result of their study revealed that role ambiguity and role conflict have negative influence on organisational commitment. The effect of gender on role ambiguity and role conflict was not significant, but the effect of age was significant on role ambiguity but not on role conflict; the younger faculty members recorded significantly higher role ambiguity than the older members. Based on previous studies, Boles et al. (2003) postulated gender difference in levels of role ambiguity and role conflict perceives at work environments, and the result of their study confirmed this.

Dua (1994) study of the effect of job stressors and their effects on physical health, emotional health and job satisfaction at the University of New England proved that stress was not influenced by gender. The level of stress was found to decrease with length of service and age, i.e. the longer served and older staff experienced less stress compared to the younger ones. A similar situation was recorded among Australian university's staff by Winefield et al. (20003). It was demonstrated in Shenkar and Zeira (1992) study of role conflict and role ambiguity of chief executive officers in international joint ventures that lower role

conflict was recorded for the Chief Executive that have spent longer time in service and role ambiguity lower with more education.

Ogbogu (2013) paper on Work-Family role conflict among academic women in Nigerian public universities opine that the multiple role of academic women as care givers and academics, a society controlled by men, female academics experience extensive role conflict which impacts their performance. Consequently, they experience higher level of work-family conflict than men, implying that they would also experience higher levels of role conflict at work than their male counterparts. Dilshad and Latif (2011) stated that male faculty perceived higher level of role ambiguity and role conflict compared to female faculty members, and Adidu (1998) reported that educational qualifications has no impact on staff and line managers perception of role ambiguity and role conflict.

Griffith et al. (1999) study revealed that younger teachers were more prone to stress than older ones, and that the longer the staff have served, the less stress he/she experienced, and women experienced higher levels of stress compare to men. Although Jackson and Schuler (1985) reported that the effect of tenure on role ambiguity is inconsistent, Sturman (2003) found a positive correlation between role ambiguity and tenure. While Schulz and Auld (2006) in their study of perceptions of role ambiguity and role conflict by chairpersons and executive directors in Queensland sporting organisations discovered that role ambiguity correlated negatively with tenure i.e. with more years in service, the level of role ambiguity experienced decreased. These conflicting results tend to agree with Jackson and Schuler earlier submission.

The results of Hamilton (2009) study of comparison of faculty role ambiguity and role conflict shows that the level of role conflict perceived by faculty increased significantly with length of service but decreased with age. Beena (1999) recorded significant relationship between gender and role ambiguity but an insignificant relation between gender and role conflict of male and female executives. The level of both role ambiguity and role conflict perceived by women executives dropped

significantly as age increases, but there was no significant impact of length of service and educational qualification on role ambiguity and role conflict.

2.10 RESEARCH HYPOTHESES

Results of research evidence in 2.8 above indicated that role ambiguity exist among the academic and administrative staff and that academic staff experience higher level of role stress compared to other work groups. Based on this and the various effects of demographic variables on perception of role ambiguity and role conflict portrayed in 2.9, the following hypotheses are postulated:

- H1. The academic staffs of the University of Lagos perceive a significantly higher role ambiguity than their administrative counterparts.
- H2. The academic staffs of the University of Lagos perceive a significantly higher role conflict than their administrative counterparts
- H3. Gender does not make a significance difference in the perception of role ambiguity between the academic and administrative staff of the University of Lagos.
- H4. Gender does not make a significance difference in the perception of role conflict between the academic and administrative staff of the University of Lagos.
- H5. Age has a significant impact on the perception of role ambiguity between the academic and administrative staff of the University of Lagos.
- H6. Age has a significant impact on the perception of role conflict between the academic and administrative staff of the University of Lagos.
- H7. Education makes a significant difference in the perception of role ambiguity between the academic and administrative staff of the University of Lagos.
- H8. Education makes a significant difference in the perception of role conflict between the academic and administrative staff of the University of Lagos
- H9. Tenure has a significant impact on the perception of role ambiguity between the academic and administrative staff of the University of Lagos.

- H10. Tenure has a significant impact on the perception of role conflict between the academic and administrative staff of the University of Lagos.
- Q11. Role ambiguity and role conflict are positively but insignificantly related

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

Research methodology is “the theory of how research should be undertaken” (Saunders et al. 2007, p.2). It consists of a set of rules and procedures that guides a researcher in the evaluation and replication of research findings to create new understanding (Miller & Brewer, 2003). According to Gray (2009) it covers the sampling strategies, measurement instruments, comparisons, statistical techniques, and all other procedures that produce research evidence.

The chapter explains the research methodology employed in the study and also gives details about the selection of the research design’s components for collecting data. The research design has been employed on the basis of the nature of the research problem, the objectives of the study and the different circumstances surrounding the researcher. The surrounding of the researcher constitutes the availability of resources especially time and finances for data collection, access to data available through two different groups within the University of Lagos, Nigeria.

The chapter systematically presents the research methods and the procedures employed to carry out the empirical section of the study. The components include research philosophy, research approach, research method, research design, data analysis techniques. To ensure the generalizability and unbiased nature of the data, the chapter further explains the issues of reliability and validity.

3.1 RESEARCH PHILOSOPHY

Research paradigm concerns how researchers view 'reality', i.e. the way the researcher perceives and understands 'truth', which is expressed in the researcher's 'basic approach'. It composes of certain philosophical assumptions that channel the direction of thinking and action. It is "a set of beliefs about the world and about gaining knowledge that goes together to guide people's actions as to how they are going to go about doing their research" (Wilson 2001, p.175). In support of this, Jonker and Pennink (2010) pointed out that research paradigm, being a set of fundamental assumptions and beliefs of worldview, serves as a judgemental framework that directs the researcher's behaviour. Ontology and epistemology are the two major philosophical dimensions discernible in research paradigms (Kalof & Dietz, 2008; Saunders et al., 2009).

'Ontology' is the assumption about the reality of a phenomenon under investigation. What can and does exist, the belief of individual regarding social and physical reality (Chua, 1986; Blaikie, 1993). It is 'the science or study of being'; what exists, how it looks, what it is made of and the units that interact with each other. It describes how we view nature, whether as an objective reality that actually exists, or as a subjective reality, i.e. whether it is just an assumption (Blaikie, 1993). Eriksson and Kovalainen (2008, p.13) define ontology as "the existence of and relationship between people, society and the world in general", while in the words of Bryman and Bell (2011), it relates to perception about the reality and the nature of the entities of the world.

Closely linked to this is the issue of epistemology which describes the most appropriate means of studying the nature of the world (Easterby-Smith et al., 2008). Epistemology is related to the processes that help in gaining knowledge of the reality i.e. the approach to understanding and exploring reality. It is the assumption about how knowledge can be obtained, and how it can be communicated to others (Burrell & Morgan, 1979; Blaikie, 1993; Easterby-Smith

et al., 2008). Creswell (1994, p.5) opines that one's epistemological position may be determined by asking the question: "what is the relationship between the researcher and the researched"? If the researcher search and argument for knowledge keeps his/her perspectives on the phenomenon aside, then in broad terms, the study would adopt the epistemological path of positivism (Ben-Ari & Or-Chen, 2009). However, if there is an interaction between the researcher and the researched, then the study would follow the 'phenomenological' epistemology.

Ontological assumption implies that researcher's beliefs in general terms can be placed on a cline between two extreme perspectives of fully objective to fully subjective on the nature of reality. In the words of Creswell (1994, p.5), it may best be understood and explained by answering: "what is the nature of reality"? If the reality is considered to be objective and the researcher not part of it, then the position is seen as objective. If however it is subjective and multiple, seen from the participant's and researcher's point of view, and the researcher also play a part, then the position is termed 'subjective'. Based on this distinction, the supporters of objectivist ontology might adopt a positive epistemology while the subjectivists, a phenomenological or interpretive epistemology.

Choice of paradigms and issues of ontology and epistemology are therefore important in research as they describe perceptions, beliefs, assumptions and the nature of reality and truth and as such, can affect the way research is conducted. An understanding of these parameters would help researchers in making appropriate choice of research approaches in line with the nature and aims of the particular inquiry and also lead to the understanding, exposure and minimisation of the researcher biases.

Research philosophy is a belief of how data about an observable fact should be gathered, analysed and used. It is defined as "the development of knowledge and the nature of knowledge" (Saunders et al., 2009). The quality of management research will be affected if issues of philosophy are neglected (Easterby-Smith et

al (1991). Holden & Lynch (2004) also contends that the researcher's philosophical standpoint and the social phenomenon to be investigated are important facets of the research process. This is due to its dual effect of opening the researcher's mind to other possibilities thereby enriching his/her confidence in the correctness of the chosen methodology.

In support of Holden & Lynch (2004) assertion, Neuman (2011) pointed out that beside the choice of methodology adopted in a study, acknowledgement of research paradigm is equally important to researchers. And likewise Saunders et al (2009) who opine that the view of every researcher depends on how he or she perceives the world as their views and assumptions influences the choice of research strategy and approach. They defined research philosophy as "the development and nature of Knowledge" (p.119?).

Easterby-Smith et al. (2008) also state that an understanding of philosophical issues is important in research as it helps in: (i) providing an understanding of research designs leading to the provision of good answers to the research question, (ii) identifying and facilitating the choice of appropriate design for the particular research and exposes the limitations of particular approaches (iii) exposing the researcher to designs beyond their experience and adapting research designs according to the constraints of different subject or knowledge structures. This would enhance the overall quality of the research.

The two major research philosophies identified in the Western tradition of science are the positivist and interpretivist (Galliers, 1991). Positivism holds that the world works according to fixed laws of cause and effect (Daniel, M. 2011). A feature of positivism is that researchers are detached, maintaining a distance between themselves and the phenomenon under study (Gummesson, 1991).

Highly structured methodology, generalization, quantifiable observation and statistical evaluation of results are characteristics of positivism philosophy.

Positivism is a common approach in natural science and based on objective method. Consequently, the researcher plays the role of an objective analyst in the process of research aimed at achieving the research aims and objectives (Saunders et al., 2003). Positivism appraises existing alternative practice to offer researchers with expected outcomes from each identified alternative (Watt and Zimmerman, 1986). Positivist epistemology is one of the traditional approaches which dominate the natural sciences.

Objectivism and subjectivism are in opposition to one another. The Objectivists believe that social reality exists in the world “independent of social actors” (Bryman & Bell 2011, p.21). Hence, it may be investigated in the same way the physical scientists investigate physical phenomena where the subjects only behave as responding mechanisms. The Subjectivists, on the other hand, contradict the Objectivists, believing that the researcher and researched are interrelated and that social science is indispensably subjective (Johnson & Onwuegbuzie, 2004).

The present research collects objective views of the respondents concerning their perception of role conflict and role ambiguity. Accordingly, positivism is the philosophical approach adopted by this study and objectivity is the ontological assumption. I have used positivism as a philosophical approach because the approach is based on deductive process of research, i.e. ‘what is’ as against the interpretivism ‘what has to be’ (Saunders et al., 2003). It is based on investigating the relationship between variables to produce clear results that fulfil reliability and generalisability requirements (Stiles, 2003). Positivism aims to clarify and forecast what happens in the social world, by searching for regularities and causal

relationships between its constituents elements (Easterby-Smith et al., 2008, Saunders et al., 2003).

The ontological assumption underlying positivism is that an unchanging objective reality exists which should be measured using objective methods. Positivists thus take the view that what research does is to uncover an existing reality, i.e. the truth is out there and all the researcher does is to uncover that truth through the use of objective research methods. This means that the researcher needs to be as detached from the research as possible, and use methods that maximises objectivity and minimises the involvement of the researcher in the research (Sukamolso, 2007; Easterby-Smith et al., 2008). Having outlined the research philosophy adopted, the next section describes the research approach.

3.2 RESEARCH APPROACH

The two main approaches relates to thinking are the deductive and the inductive approach (Hussey & Hussey, 2003). The deductive research approach moves from the general to the particular and includes testing the theory by empirical observation (Sekaran & Bougie, 2010). Whereas, inductive research is opposite to the deductive approach, so it constitutes of moving from individual observation to statements of general patterns or laws. In inductive research, theory is developed from the observation of empirical reality. Thus general inferences are induced from particular instances (Hussey & Hussey, 2003).

It can be summarised that deductive approach starts from theory, development of hypotheses and then design of research strategy to test the hypotheses through the collection and analysis of empirical data to draw conclusions. In the inductive approach data is collected and analysed from which a theory is developed as a result of its analysis (Sekaran, 2003; Saunders et al., 2003).

Saunders et al. (2003) have argued that deduction relates more to positivism and induction relates more to interpretivism. This study adopts the deductive research approach, as it aims to arrive at a reasoned conclusion by logical generalisation of known fact (Sekaran, 2003). The present research begins with a review of the literature to understand the research area. Once it is done, hypotheses are developed on the basis of the research gaps. These hypotheses are tested on the data collected through the university employees both academics and the managerial/administrative/support staff.

As discussed earlier, this study is based on the positivist research philosophy and objectivist ideology and relates to the deductive process of research. The researcher aims to test the theory and not to develop one. The hypotheses are developed from the current literature; empirical data are collected from 104 respondent, aims to test a theory and not to develop one. In other words, the present study aims at investigating the relationship between the academic and administrative staff of the University of Lagos in their perception of role conflict and role ambiguity. This is done objectively via their responses to the structured questions in the questionnaire and which are not influenced by the researcher's opinions. The approach in the present study thus matches the deductive approach which relates to the positivist view.

3.3 RESEARCH METHODOLOGY

There are two main types of methods used for conducting research; quantitative and qualitative. A researcher can either choose one of these two methods or can mix both to conduct a research project (Easterby-Smith et al., 2009; Saunders et al., 2003). For this research study, quantitative research method has been used. Quantitative methodologies include survey methods, laboratory experiments and numerical methods such as mathematical modelling. The main difference between quantitative and qualitative methodologies is the type of data collected.

Quantitative research seeks to collect data in the form of numbers through experiments and surveys. Its aim is to enable statistical analysis that verifies or falsifies the pre-stated hypotheses. On the other hand, qualitative research aims to collect rich and in-depth data in the form of words. The objective is to describe, decode, translate and otherwise come to terms with the meaning, not the frequency, of certain more or less naturally occurring phenomena in the social world (Van Maanen, 1983). The quantitative research method used in this study involves the adaptation of well validated scales from prior studies to determine the perception and relationship in perception of the group of their roles. Quantitative research is the type of research that explains the phenomenon by collecting and analysing numerical data (Creswell, 2003; Aliaga & Gunderson, 2002).

A quantitative method is preferred over a qualitative approach because the researcher feels that the method will effectively address the research questions of this study. Although a qualitative approach may be useful in yielding data on perceptions of the group under investigation, the volume of data required for the study of role ambiguity and role conflict are discernible and quantifiable. Also, this approach has been used by other scholars to address similar issues (Joash, M. et al., 2012; Chimeze, 2012; Phillipa, 2011).

The research questions are structured and the response options predetermined and the findings measurable. Samples in quantitative research are in most cases randomly selected to ensure representation of the target group. Quantitative research is based on deductive reasoning which tends to move from the general to the specific. Since objectivity is very important in quantitative research, the researcher is expected to avoid interference by presence, behaviour or attitude as this can affect the results by changing the situation being studied or causing participants to behave differently.

Clifton et al., (2011) posit that quantitative research attempts to maximise objectivity, replicability and generalisability of findings that might be useful for prediction. The detachment of the researcher from the research is considered as strength of quantitative approach as it guides against biases and ensures objectivity (Duffy, 1986).

3.4 RESEARCH DESIGN

Research design is a plan of action indicating the specific steps that are necessary to provide answers to research questions and test the hypotheses to achieve the research purpose. In general, research design is the total scheme of work to be done by a researcher at various stages of a research project. It involves the determination of how a chosen method would be applied to address research questions. It is like a blueprint detailing what is done, and how it is done to accomplish the objectives of the study and as a result, provides the basis for the quality and academic appropriateness of a study (Blumberg et al., 2005).

It is important to use the correct tool for data analysis but even more so to use the right research design and instruments for data collection (Sukamolso, 2007). According to Babbie (2008, p.112), a research design “... involves a set of decisions regarding what topics is to be studied, among what population with what research methods for what purpose”. A Quantitative survey design (Creswell, 2008), was adapted in this study, using a descriptive strategy to measure role conflict and role ambiguity and describe how they exist naturally in the sample, and a correlation strategy was used to explore or test and establish the existing relationships between the variables.

In survey research, data is collected from a sample of a population to quantitatively investigate if relationships exist among the variables, and the findings generalised back to the population. Independent and dependent variables which are not controlled by the researcher are normally used to define the scope of the study in this type of research. The researcher predicts a model that identifies the likely relationships among the variables, constructs a survey to test the model against observations of the phenomena. A survey is simply an instrument designed to collect data in conducting a survey research. It is defined as “simply a means for gathering information about the characteristics, actions, or opinions of a large group of people” (Pinsonneault & Kraemer, 1993, p.77).

3.4.1 SAMPLING TECHNIQUE

In a research study, it is usually difficult and uncommon for a researcher to survey the whole population when the population is large and when the researcher is constraint in terms of time and finance. A sample is thus normally drawn from the population and a conclusion made from the samples about the entire population in order to achieve the research objectives (Saunders et al., 2007). Sampling is defined as “the selection of a fraction of the total number of unites of interest to decision makers for the ultimate purpose of being able to draw general conclusions about the entire body of units (Parasuraman et al., 2004, p.356).

Several sampling techniques may be grouped into two main categories: probability and non-probability sampling. Probability sampling can be defined as “... samples selected in accord with probability theory, typically involving some random-selection mechanism” (Babbie 2010, p.196). It is the selection of “a relatively large number of units from a population, or from specific subgroups (strata) of a population, in a random manner where the probability of inclusion for every member of the population is determinable” (Tashakkori & Teddlie, 2003a, p.713). Probability sampling method means that all elements in the total population bear equal chances of selection. Non-probability technique is the type

of sampling in which case the researcher employs his/her subjective judgement in selecting the sample. This technique is used when a number of elements in the population are either unknown or cannot be accessed. Non-probability sampling can be used in qualitative, mixed methods or quantitative designs (Duffy, 1985).

At the beginning of this study, it was planned to use a probability sampling technique as this was found appropriate given the nature of the research problem. However, the researcher had to use non-probability sampling for this study as the researcher did not have access to all the targeted employees of the University of Lagos. The study population was first of all grouped into the academic and administrative staff to ensure each group is represented in the population. After this, opportunity or convenience technique of non-probability sampling was employed to access participants in both groups based on availability and willingness as the researcher did not have control over who is studied.

3.4.2 STUDY POPULATION AND SAMPLE

When studying relationships between variables, it is crucial to first identify the target population. The target population in this study is the academic and administrative staff of the University of Lagos. The University has total staff strength of 3,365 consisting of 1,386 administrative and technical staff, 1,164 junior staff and 813 academic staff. The technical staff and junior staff were excluded in the study. As earlier mentioned, the researcher did not have access to all intended respondents at the time of data collection. The questionnaires were therefore administered to those available and willing. This approach would however affect the validity of the study and thus limits the possibility of generalising from this study. The inability of the researcher to perform random sampling is therefore counted as one of the limitations of this study.

A total of 200 questionnaires were administered among the academic and administrative staff and 107 responses were returned, giving a response rate of 53.5%. As a result of missing data in some cases, the responses were later reduced to 104. In general, the typical response rate for a questionnaire survey is between 20 to 40% (Oppenheim, 1996; Bryman, 2004). For administering a questionnaire in quantitative studies, 53.5% is quite a large response. It could have been even higher; however, this response rate was due to the national culture, where Nigerians are sceptical of responding to quest for ideas in part and also due to time constraints. Thus, the sample for this study consists of 104 respondents, 60 academic staff and 44 administrators. The dependent variables under investigation in this study are role ambiguity and role conflict and the independent variables are the academic and administrative staff and their demographical characteristics.

3.4.3 DATA COLLECTION TOOL

There are ample array of possible data collection methods in a case study approach: questionnaire; interviews; observation; gathering of documentation and artefacts (Gillham, 2000). The survey questionnaire, a tool used to collect data when studying relationships among variables was used in this study. It is called survey design by Creswell (2005), survey research, descriptive survey or normative survey by Leedy and Ormrod (2005), and survey methodology by Groves et al. (2004). Some advantages of using a survey include quick turnaround, relatively higher response rates, lower cost and more flexibility (Groves et al., 2004).

The questionnaire method aims at obtaining information and describing trends in a large population of individuals. It is a procedure “in which investigators administers a survey to a sample or to the entire population of people in order to describe the attitudes, opinion, behaviours, or characteristics of the population” (Creswell 2005, p.354). For this study, the primary data was collected via a fully structured questionnaire, administered to the respondents to record their

responses. The questionnaire is preferred over other methods in this study because of its suitability for the positivist research philosophy, objectivist ideology and deductive approach to research (Morales, 1995; Onwueghuzie & Leech, 2005; Standfield, 2006). It allows the researcher to reach many respondents within a short time frame, and is cost effective, considering the time and financial constraints as earlier mentioned. Also, the responses via the questionnaire are standardised and hence more objective (Bell, 1999; Milne, 2010).

The questionnaire used in this study consisted of three parts: the first part containing demographic information (gender, age, qualification, discipline, and length of service). The second part of the questionnaire consisted of the role ambiguity scale which was used to measure the perception of the participants on role ambiguity. The last part of the questionnaire consisted of the role conflict scale which was used to measure the participant's perception of role conflict. The role ambiguity and conflict scales contain six and eight items respectively. Respondent's opinions on role ambiguity and role conflict were rated on a Six-Point Likert scale ranging from Strongly Agree to Strongly Disagree, where Strongly Agree equalled 1 and Strongly Disagree equalled 6.

All ethical issues as it affects all stakeholders were adhered to in the conduct of this research work. According to Berg (2004), maintenance of confidentiality is a critical component of research design and process. The obligation to maintain confidentiality is incumbent upon the researcher as this will contribute to the truthfulness of participant's responses (Gall et al., 2003). Consequently, informed consent of participants was obtained and anonymity maintained throughout the process of this study.

The purpose of the study was made known to participants and they were assured that the information gathered is strictly for research purposes. To maintain anonymity, participant's names and identity were concealed by using figures to decode them. This is in accord with Saunders et al. (2009) suggestion that protecting those that are being studied from harm is an important ethical issue for researchers. The participants were also informed that participation is voluntary and withdrawal at any time allowed. Finally, participants were made to sign the consent document (Appendix -) as a proof of their informed consent.

3.4.4 MEASURING INSTRUMENTS

As earlier stated, the study adapted well validated and reliable existing scales developed by Rizzo et al. (1970) without modification to measure participants' opinions on role ambiguity and role conflict used to achieve the research aim. However, the responses of the participants on the role ambiguity scales were reversed scored because the scale is positively worded. As Rizzo et al. (1970) pointed out; the role ambiguity items are more in the direction of role clarity and not role ambiguity as initially conceptualised due to their positive nature. Other researchers of role ambiguity also reversed scored the role ambiguity scale due to the positive wording observed and suggestion of Rizzo et al. (1970) e.g. (Rutherford et. al., 2010; Idris, 2011). This is also in support of Tracy & Johnson (1981) who stated that the role ambiguity scale is negatively worded, representing unambiguous characteristics of the role and therefore, normally reversed scored to reflect ambiguity.

Rizzo et al. (1970) defined role ambiguity as the degree of vagueness of an individual's role expectations of others and uncertainty regarding his or her role performance. They defined role conflict as the degree to which an individual role expectation is incompatible with the reality of his or her role. The standard six-item scale for role ambiguity and eight-item scale for role conflict adapted for used in this study are shown below:

Role Ambiguity Scale (Rizzo et al., 1970)

1. I feel certain about how much authority I have
2. I have clear, planned goals and objectives for my job
3. I know that I have divided my time properly
4. I know what my responsibilities are
5. I know what exactly is expected of me
6. Explanation is clear of what has to be done

Source: Tang & Chang, 2010 (Alpha = .86)

Role Conflict Scales (Rizzo et al., 1970)

1. I have to do things that should be done differently
2. I receive an assignment without the manpower to carry out an assignment
3. I have to buck a rule or policy in order to carry out an assignment
4. I work with two or more groups who operate quite differently
5. I receive incompatible requests from two or more people
6. I do things that are apt to be accepted by one person and not accepted by others
7. I receive an assignment without adequate resources and materials to execute it
8. I work on unnecessary things

Source: Tang & Chang, 2010 (Alpha = .89)

3.5 RELIABILITY

Reliability is an essential part of research as it determines the quality of the research output. The reliability or internal consistency of a scale is the extent to which the scale measures the true value and free from measurement errors. According to Saunders et al. (2007), reliability is the extent to which a scale will produce the same result if measurement is repeated. It refers to the extent to which research findings are replicable or can be repeated (Hussey & Hussey, 1997). Reliability scale ranges from 0 to 1, with 1 as the highest reliability and .7 the acceptable range (Nunnally, 1978; Kline, 1994).

“Internal consistency is concerned with the interrelatedness of a sample of test items” (Tavakol 2011, p.53). A scale is said to be reliable when it provides consistent result over repeated measures on the same sample. According to Mahfouz et al. (2010, p.275), “a scale is internally consistent if each item in a scaled measures the same concept or construct” The Cronbach’s Alpha is the most widely used reliability coefficient for internal consistency. The acceptable Cronbach’s Alpha Coefficient value is .70, the higher the Cronbach’s Alpha is, the more reliable the measurement scale (Tavakol, 2011).

“Validity is the extent to which the research findings accurately represent what is really happening in the situation”, i.e. the extent to which the research measures what it is intended to measure. Consequently, validity is higher under the interpretivist paradigm where the researcher aims at gaining “full access to the knowledge and meaning of those involved in the phenomenon” (p.58).

Although there has been recurrent debate over the past 38 years regarding the reliability and validity of the measurement characteristics of the Rizzo et al.’s (1970) role ambiguity and role conflict scales, these constructs have been verified across various samples (e.g. Schuler et al., 1977). The validity, stability and reliability of the scales for measuring these constructs have been accepted by many scholars (e.g. Kelloway & Barling, 1990; King & King, 1990; Tracy & Johnson, 1981; Netemeyer et al., 1990; Schuler et al., 1977; Acker, 2005) and according to Hamilton (2002), they have been used in several instances. Schuler et al. (1977, p.111) conducted an analysis across six samples, and “the results suggests that the continued use of role ambiguity and role conflict scales appears to be warranted”.

The scales are the most widely used scales for studying role clarity and role ambiguity (Bauer, 2002; Jackson & Schuler, 1985; Tubre & Collins, 2000).

According to Jackson and Schuler (1985), 85% of research on role ambiguity and role conflict used the Rizzo et al. (1970) scales. Tang and Chang (2010) reported that the scales have good internal consistency, with a Cronbach's Alpha Coefficient of .86 for role ambiguity and .89 for role conflict. In the present study, the Cronbach's Alpha Coefficient for role ambiguity and role conflict are .78 and .74 respectively as shown in the tables below:

Table 3.5.1 Cronbach's Coefficient Alpha of Role ambiguity Scale

Reliability Statistics		
Cronbach's Alpha Based on Cronbach's Standardized Items		
Alpha	Items	N of Items
.778	.800	6

Table 3.5.2 Cronbach's Coefficient Alpha of Role Conflict Scale

Reliability Statistics		
Cronbach's Alpha Based on Cronbach's Standardized Items		
Alpha	Items	N of Items
.744	.742	8

3.6. DATA ANALYSIS

Data analysis is the application of multi-methods sequentially on raw data in order to draw inferences (Wahyuni, 2012). Responses from the respondents in this study were coded into the computer using the statistical package for social science (SPSS). Descriptive analysis was conducted on the data prior statistical analysis to address the research questions and test the hypotheses. The research questions and

hypotheses were addressed via the use of t-test, analysis of variance and correlation. Detail of the data analysis process is found in proceeding chapter.

3.7 CHAPTER SUMMARY

The chapter has defined research methodology and explained the methods and procedures employed in carrying out the empirical section of the study. It has systematically presented and justified the choice of research philosophy, approach, method, design, sampling technique and data collection tool adopted in the study. To ensure the generalizability and unbiased nature of the data, the chapter further explains the issues of reliability and validity.

CHAPTER FOUR

ANALYSIS AND RESULTS

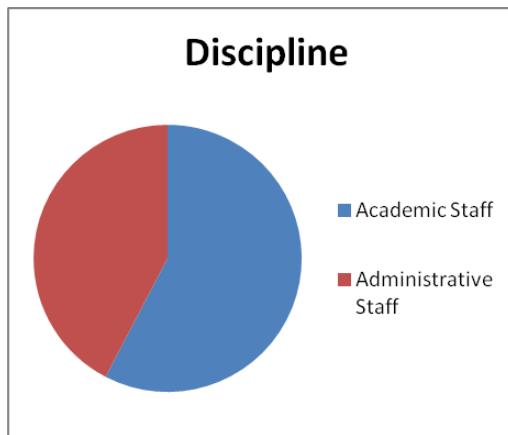
4.0 INTRODUCTION

The results of the study are presented in this chapter. Mean and standard deviation was calculated from the responses of the academic and administrative staff on the role perception scales to determine the level of role ambiguity and role conflict perceived. The statistical tool of t-test and Pearson Correlation Coefficients were applied to determine the significance of differences in perception of roles between the two groups and the relationship between the constructs of role ambiguity and role conflict with demographic variables. Analysis of variance (ANOVA) was also applied to determine the strength and direction of the relationship between the variables.

4.1 BACKGROUND DATA

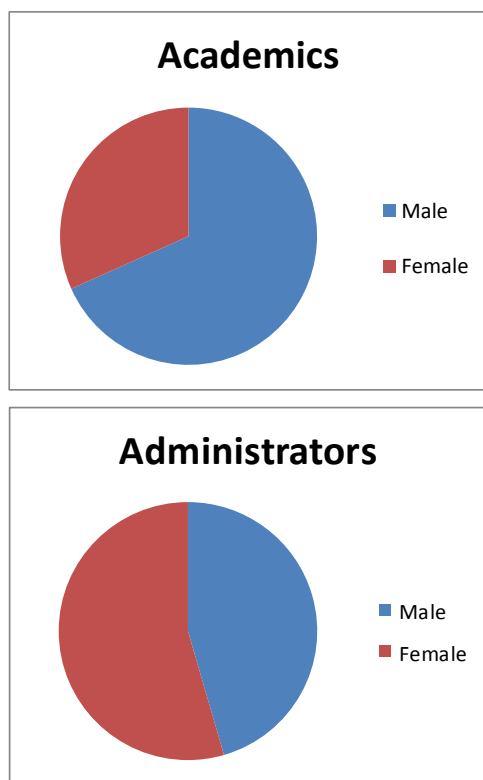
Descriptive statistics were performed in order to summarise and describe the essential features of the data in percentages, frequencies and in terms of variability for a better background understanding of the observations prior to more robust statistical analysis.

Fig. 4.1.1 Distribution of the Respondents by Discipline



The figure above shows the percentage of participants by discipline. The sample consisted of 60 academic staff (57.7%) and 44 (42.3%) administrative staff. The higher percentage of academic staff is due to the fact that there are more academics than administrators at the faculties from which the sample was drawn and the focus of the study.

Fig. 4.1.2 Distribution of the Respondents by Gender



Out of the 60 academic staff that participated, 41 (68.3%) were males and 19 (31.7%) were females. Of the 44 administrative staff, 20 (45.5%) were males and 24 (54.5%) were females. The higher percentage of males' academic respondents is probably due to the fact that the academic profession requires higher qualification, and in developing countries like Nigeria, fewer females acquire higher qualification compared to men.

Fig. 4.1.3 Distribution of the Respondents by Qualification

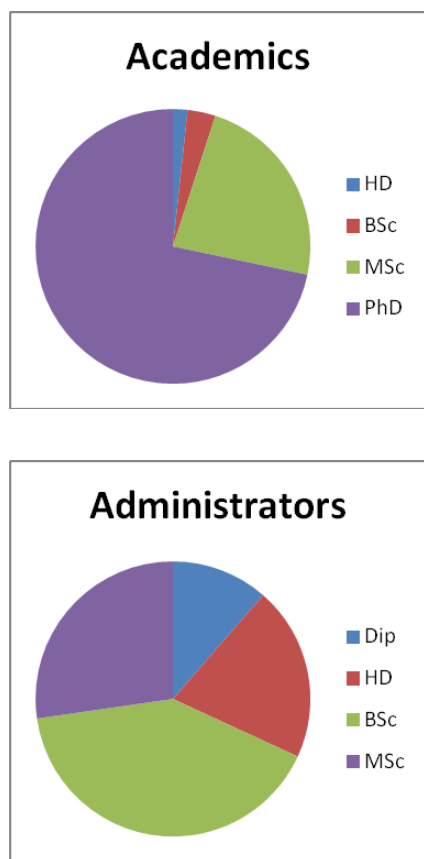
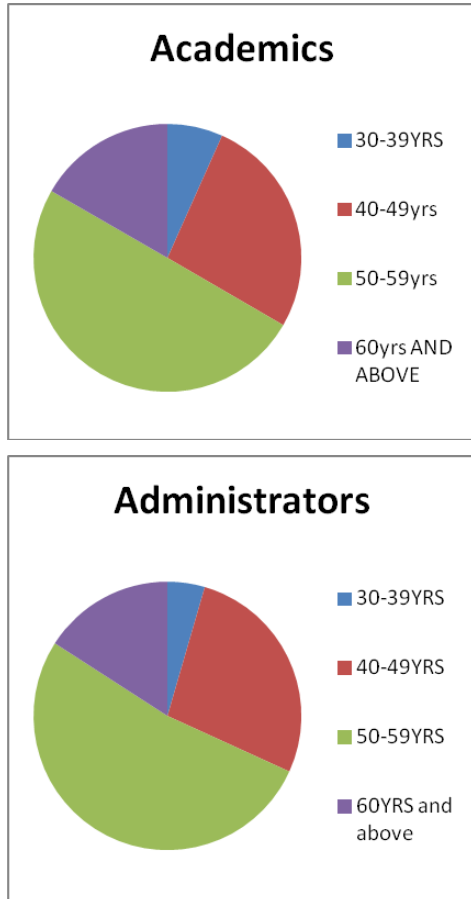


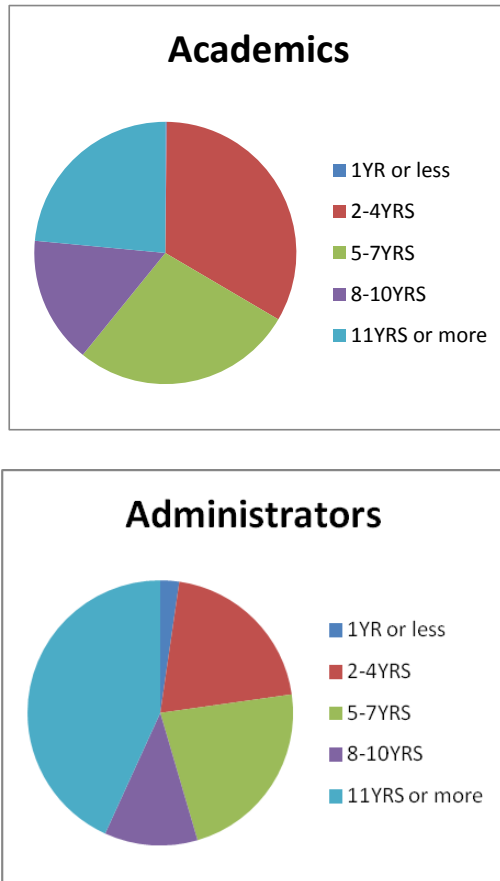
Figure 4.1.3 above displays the percentage of participants based on the recognised highest education achieved. Majority of academic participants (71.7%) had Doctoral degrees and the majority of the administrative participants (40.9%) had Bachelor's degrees. None of the administrative participants had Doctoral Degree and none of the academic staff had diploma.

Fig. 4.1.4 Distribution of the Respondents by Age



The percentage of participants based on chronological age is shown in the figure above. In both groups, the majority participants, academics (50%) and administrators (52.3) were within age group 50 to 59). The age category 20 to 29 years was not represented in the sample. The high percentage of respondents of age 50 to 59 is probably due to the fact that lecturers, who form the bulk of academic staff and administrators, are within the middle management level and in Nigeria, majority of middle management staff are within this age bracket.

Fig. 4.1.5 Distribution of the Respondents by tenure



For tenure, majority of the academic respondents are those who have served the university for a period of 2 to 4 years (28.3%). In case of the administrative staff, almost half of the respondents are those who have served for a period of 11 years or more (43.2%) and only 2.3% fall under the category that have serve for 1 year or less. It is noteworthy that the administrative staffs with longest years of experience are almost half of the total administrative participants. This might be because administration requires experience and not just qualification.

4.2 PERCEPTION OF ROLE AMBIGUITY AND ROLE CONFLICT

Majority of studies have indicated that the academic and administrative staff experience high levels of role ambiguity and role conflict at work (Vijaya &

Hamamalimi, 2011; Dilshad & Latif, 2011; Shenkar and Zeira, 1992; Duzie, 2012; Oduwaiye, 2006). To ascertain these findings among the academic and administrative staff of the University of Lagos, the mean scores from a t-test in the table below is considered:

Table 4.2.1 Mean Scores for Role Ambiguity and Role Conflict

Variable	Discipline	N	Mean	Standard deviation
ARA	Academic Staff	60	1.9	.95
	Administrative Staff	44	1.5	.56
ARC	Academic Staff	60	3.05	1.05
	Administrative Staff	44	3.02	1.24

The result in the table above indicates that the academic and administrative staff of the University of Lagos do not experience role ambiguity, Academics ($M = 1.9$, $SD = .95$), administrators ($M = 1.5$, $SD = .56$) as the scores are below neutral. The result however, shows that they do experience moderate role conflict, academics ($M = 3.05$, $SD = 1.05$), administrators ($M = 3.02$, $SD = 1.24$) since the scores are slightly above neutral. Surprisingly though, the result contradicts majority research findings as cited above, that the academic and administrative staff of universities perceives high levels role ambiguity and role conflict. The result also implies that the academic and administrative staff differ in their perception of role ambiguity but similar in their perception of role conflict as the difference in mean scores on role conflict is very low.

The above result implies that the academic and administrative staffs do not perceive role ambiguity but perceive moderate role conflict at work. This result conflicts majority of findings that university staff experience high levels of role stress as stated above but consistent with Kinman and Jones (2004) who reported in their study that academics and administrators of UK universities had clear understanding of their roles. Although the result suggests that the academic staff perceived higher role ambiguity and conflict than the administrative staff, implying that they differ in their perception of roles, for meaningful conclusions to be drawn on this difference however, these means have to be tested. The significance of the difference will be determined in section 4.3 below.

4.3 PROCEDURES FOR TESTING HYPOTHESES

H1: The academic staffs of the University of Lagos perceive a significantly higher role ambiguity than their administrative counterparts.

A ‘T-test’ was conducted in order to test the above hypothesis. ‘The Independent T-test’ which is used to compare mean scores of two different groups of people or condition is considered appropriate to compare the mean scores and also determine the significance level of the difference (Pallant, 2011). If the two-sample means are sufficiently different from each other, then the population means are declared to be different (Elliott & Woodward, 2007, p.54). The sample size of the present study is reasonably large which takes care of the assumption of normality for t-test (Tabachnick & Fidell, 2007; Elliott & Woodward, 2007; Pallant, 2011).

The mean scores computed on role ambiguity for the groups have been shown in table 4.2.1 above. The table below show the significance of the difference between them in their perception of role ambiguity:

Table 4.3.1 Difference in Perception of Role Ambiguity

Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
ARA	Equal variances assumed	6.984	.010	2.784	102	.006
	Equal variances not assumed			3.003	97.833	.003

The result of the 'Independent Samples Test' in the table above indicates a significance of (Sig =.010) for role ambiguity which is less than .05 (Sig. < .05), meaning 'Equal variances were not assumed', therefore the second row is considered for explanation of the table (Pallant, 2011). The t value is (t = 3.003) and the significance is (Sig. 2-tailed = .003), indicating that the difference in perception of role ambiguity between the academic and administrative staff of the University of Lagos is statistically significant. This result is consistent with hypothesis one as well as majority of research (e.g. Idris, 2011; Gillespie et al., 2001; Winefield et al., 2003) that reported that academic staff perceives higher level of role stress compared to other occupational groups.

Conclusion: Hypothesis one is accepted.

H2: The academic staffs of the University of Lagos perceive a significantly higher role conflict compared to their administrative counterparts.

An 'Independent T-test' was also conducted in order to test hypothesis two above. And determine the difference between the academic and administrative staff in their perception of role conflict and the result is shown in table 4.3.2 below:

Table 4.3.2 Differences in Perception of Role Conflict

Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
ARC	Equal variances assumed	3.463	.066	.165	102	.869
	Equal variances not assumed			.161	83.120	.872

‘Equal Variance were assumed’ in this case, (Sig. = .066>.05) therefore the reading is taken from the first row (Pallant, 2011). The t value is ($t = .165$) and the significance is (Sig. 2-tailed = .869>.05), meaning the difference in the perception of role conflict between the groups is statistically insignificant. This results contradicts the results of majority scholars as cited in 4.4.1 and does not agree with hypothesis two which states that: the academic staff of the University of Lagos perceives a significantly higher role conflict compared to their administrative counterparts.

Conclusion: hypothesis two is rejected.

H3. Gender does not make a significant difference in the perception of role ambiguity between the academic and administrative staff of the University of Lagos.

To determine gender effect on role ambiguity, an ‘Independent T-test’ was conducted to find out if a difference exist in the perception of role ambiguity between males and females academic and administrative staff of the University of Lagos.

The means and standard deviation for the male and female academic staff on role ambiguity was ($M = 1.76$, $SD = .80$) and ($M = 2.34$, $SD = 1.13$) respectively. For the administrative participants, the means and standard deviation of the males and females were ($M = 1.55$, $SD = .49$) and ($M = 1.44$, $SD = .61$) respectively. Considering the results, it is assumed that while the female academic staffs perceives a higher role ambiguity compared to the men, the male administrative staff perceive a higher role ambiguity compared to the female.

To determine the significance of this difference, an ‘Independent Samples Test’ was carried out and the result is shown in the table below:

Table 4.3.3 Comparison of Role Ambiguity Mean Score by gender

			Independent Samples Test				
			Levene's Test for Equality of Variances		t-test for Equality of Means		
Discipline			F	Sig	t	df	Sig. (2-tailed)
ACAD	ARA	Equal variances assumed	2.324	.133	-	58	.027
		Equal variances not assumed	2.276		-2.011	26.762	.054
ADMIN	ARA	Equal variances assumed	1.840	.182		42	.508
		Equal variances not assumed	.668		.681	41.953	.499

'Equal variances were assumed' for both the academic and administrative staff as the significance for the differences between the male and female were (Sig. = .133) and (Sig. = .182) respectively. For the academic staff, the t value is (t = -2.276) and the significance is (Sig 2-tailed = .027) which is lower than .05, confirming that gender has a significant impact on the academic staff perception of role ambiguity. The t value for the administrative staff is (t = .668) and the significance is (Sig 2-tailed = .508) proving that gender does not have a significant impact on the administrative staff perception of role ambiguity.

Comparing the two groups, while gender has effect on the academic staff, it does not have any significant effect on the administrative staff. The result of this test on the academic staff conforms to Gormley and Kennerly (2010) and Boles (2003), but disagrees who Dua (1994) who reported that role stress was not influenced by gender. On the other hand, the result is in opposition of Gormley and Kennerly

(2010) and Boles (2003) but in support of Dua (1994) when conducted on the administrative staff.

Conclusion: the effect of gender on the academic staff is not the same as on the administrative staff, therefore hypothesis three which states that gender does not make a significant difference in the perception of role ambiguity between the academic and administrative staff is rejected

H4 Gender does not make a significant difference in the perception of role conflict between the academic and administrative staff of the University of Lagos.

The means and standard deviation for the male and female academic staff on role conflict computed in this study were ($M = 3.10$, $SD = 1.05$) and ($M = 2.95$, $SD = 1.05$) respectively, and for administrators, ($M = 3.58$, $SD = 1.07$) and ($M = 2.54$, $SD = 1.18$) respectively. The result suggests that the males in both groups perceive a higher role conflict compared to the females. To determine the significance of this difference, the result of the 'Independent Samples Test' in the table below is considered:

Table 4.3.4 Comparison of Role Conflict Mean Score by gender

			Independent Samples Test				
			Levene's Test for Equality of Variances		t-test for Equality of Means		
Discipline			F	Sig	t	df	Sig. (2-tailed)
ACAD	ARC	Equal variances assumed	.012	.912	.502	58	.618
		Equal variances not assumed			.501	35.017	.619
ADMIN	ARC	Equal variances assumed	1.056	.310	3.042	42	.004
		Equal variances not assumed			3.069	41.632	.004

The table above shows that 'Equal variances were not assumed' in both cases. The t value and significance for the academic staff are, ($t = .502$) and (Sig 2-tailed = .618), and for administrative staff, ($t = 3.042$) and (Sig 2-tailed = .004). The results established that while there is no significant difference between the male and female academic, a significant difference exists between the male and female administrative staff in their perception of role conflict. In this case, the result of this test on the academic staff is in support of Dua (1994) but in opposition of Gormley and Kennerly (2010) and Boles (2003) findings, while the reverse is the case when the difference between the male and female administrative staff was considered.

Conclusion: hypothesis four is rejected as gender was observed to affect the perception of role conflict between the groups to significantly.

H5 Age has a significant impact on the perception of role ambiguity between the academic and administrative staff of the University of Lagos.

To test the above hypothesis, the use of analysis of variance is considered appropriate. While the t-test is used to compare the mean scores of two different groups or conditions, analysis of variance (ANOVA) is used to compare mean scores of more than two groups (Pallant, 2011). “One-way between-groups ANOVA is used when you have one independent (grouping) variable with three or more levels (groups) and one dependent continuous variable”. The Two-way ANOVA allows one to simultaneously test the effect of two independent variables (in this case, discipline and age) on the dependent variable (in this case, role ambiguity), and also identifies any ‘interaction effect’ (Pallant 2011, p.250).

The descriptive statistics of the Two-way between-groups ANOVA test showing the showing the mean and standard deviation for each age group is presented in the table below:

Table 4.3.5 Age Group Mean Perception Scores on Role Ambiguity

Descriptive Statistics				
Dependent Variable: ARA				
Discipline	Age	Mean	Std. Deviation	N
ACADEMIC STAFF	30 - 39YRS	2.2917	.77430	4
	40 -49YRS	1.5938	.58994	16
	50 - 59YRS	2.0389	1.07272	30
	60YRS AND ABOVE	2.0833	1.07224	10
	Total	1.9444	.95357	60
ADMINISTRATIVE STAFF	30 - 39YRS	1.7500	1.06066	2
	40 -49YRS	1.6389	.41944	12
	50 - 59YRS	1.4638	.57944	23
	60YRS AND ABOVE	1.2857	.62148	7
	Total	1.4962	.55973	44

The table above suggests that the age group 30 to 39 of the academics staff perceived the highest ($M = 2.29$, $SD = .77$) role ambiguity and age group 40 to 49

perceived the lowest ($M = 1.59$, $SD = .59$) role ambiguity. The mean scores of age group 50 to 59 and 60 and above are very close ($M = 2.04$, $SD = 1.07$) and ($M = 2.08$, $SD = 1.07$) respectively. For the Administrative staff, the level of role ambiguity drops as age increases, thus the oldest group, (60 years and above) perceived the least role ambiguity ($M = 1.29$, $SD = .62$) and the youngest group (30 to 39 years) the highest ($M = 1.76$, $SD = 1.06$). It is assumed from the result that age did not have impact on the academic staff's perception of role ambiguity, which seemingly does not conform to the result of Gormley and Kennerly (2010) who reported that the effect of age was significant on faculty members but agrees with Dua (1994) findings. The pattern of role perception in case of the administrative staff supports Dua (1994) who reported that the level of stress decreased with age.

Before any statistical conclusion can be made however, there is need to check the interaction effect, i.e. whether the influence of age on role ambiguity depends on whether the subject is an academic or administrative staff. The result of the 'Tests of Between-Subject Effects' conducted for this purpose is presented in the table below:

Table 4.3.6: The Influence of Age on Role Ambiguity

Tests of Between-Subjects Effects					
Dependent Variable: ARA					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	164.631	1	164.631	248.885	.000
Discipline	2.875	1	2.875	4.346	.040
Age	.849	3	.283	.428	.734
Discipline * Age	2.392	3	.797	1.205	.312
Total	392.472	104			

a. R Squared = .121 (Adjusted R Squared = .057)

The result in table 4.3.6 above shows that the 'interaction effect' between the academic and administrative staff and age group is statistically insignificant, (Sig. = .312). There was also no statistical 'main effect' for age, (Sig = .734). The result is in agreement with Dua, (1994) but disapproved the submissions of Gormley and Kennerly as cited above and also not consistent with the hypothesis postulated in this study

Conclusion, hypothesis 5 is rejected, meaning that the influence of age on role ambiguity does not depend on whether the subject is an academic or administrative staff.

H6. Age has a significant impact on the perception of role conflict between the academic and administrative staff of the University of Lagos.

The means and standard deviations for age groups on role conflict computed in this study are indicated in the table below:

Table 4.3.7: Age Groups Mean Perception on Role Conflict

Descriptive Statistics				
Dependent Variable: ARC				
Discipline	Age	Mean	Std. Deviation	N
ACADEMIC STAFF	30 - 39YRS	2.3438	.97561	4
	40 -49YRS	2.8828	.74926	16
	50 - 59YRS	3.0750	1.13648	30
	60YRS AND ABOVE	3.5500	1.09956	10
	Total	3.0542	1.04617	60
ADMINISTRATIVE STAFF	30 - 39YRS	2.3750	1.76777	2
	40 -49YRS	3.1146	1.15731	12
	50 - 59YRS	2.9620	1.10938	23
	60YRS AND ABOVE	3.2143	1.81962	7
	Total	3.0170	1.23966	44

The result of the test shown in the table above suggests that the level of role conflict perceived by the academic staff increased with age as the mean increased

with age. This result supports Dua (1994) who reported that older staff experienced higher role stress compare to younger ones, but contradicts Gormley and Kennerly (2010) who did not find any significant impact of age on faculty perceptions of role conflict. This order of perception is not so with the administrative staff. Although the participants aged 60 years and above perceived the highest role conflict (Mean = 3.21, Std. = 1.82), the order changed as the level of role conflict perceived by age group 40 to 49 (Mean = 3.11, Std. = 1.16) years is higher than that of age group 50 to 59 years (Mean = 2.96, Std. = 1.11).

To check the 'interaction effect', the 'Tests of Between-Subject Effects' below is considered:

Table 4.3.8: The Influence of Age on Role Conflict

Tests of Between-Subjects Effects					
Dependent Variable: ARC					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	455.012	1	455.012	351.095	.000
Discipline	.028	1	.028	.022	.883
Age	4.469	3	1.490	1.149	.333
Discipline * Age	.941	3	.314	.242	.867
Total	1090.844	104			
Corrected Total	130.690	103			

a. R Squared = .048 (Adjusted R Squared = -.021)

The result of the test shows that the 'interaction effect' between the academic and administrative staff and age group on perception of role conflict is statistically insignificant, (Sig. = .867). There was also no statistical 'main effect' for age, (Sig. = .333). The result proved that age did not have any significant impact on the group's perception of role conflict. This supports Dua (1994) findings but disagrees with Gormley and Kennerly (2010).

Conclusion: Hypothesis six is rejected

H7 Education makes a significant difference in the perception of role ambiguity between the academic and administrative staff of the University of Lagos.

Means and standard deviations of the groups studied on role ambiguity base on their educational qualification are provided in the table below:

Table 4.4.9: Mean Scores on Role Ambiguity based Qualification

Descriptive Statistics				
Dependent Variable: ARA				
Discipline	Qualification	Mean	Std. Deviation	N
ACADEMIC STAFF	HIGHER DIPLOMA	4.6667	.	1
	BACHELORS DEGREE	1.2500	.11785	2
	MASTERS DEGREE	2.2738	1.11249	14
	DOCTORAL DEGREE	1.8062	.79925	43
	Total	1.9444	.95357	60
ADMINISTRATIVE STAFF	DIPLOMA	1.0000	.00000	5
	HIGHER DIPLOMA	1.5000	.60093	9
	BACHELORS DEGREE	1.5926	.58361	18
	MASTERS DEGREE	1.5556	.55201	12
	Total	1.4962	.55973	44

The order of level of perception among the age groups as observed in table 4.3.9 above is inconsistent, implying that the level of role ambiguity perceived does not depend on the educational qualification of the subjects. Adidu (1998) discovered in his study that educational qualification did not have impact on both staff and line manager while Beena (1999) concluded that the level of role ambiguity decreased as the educational level increased.

For any statistical conclusion to be made on the effect of qualification on role ambiguity perceived by the two groups in this study, the ‘interaction effect’ in the table below is deliberated on:

Table 4.3.10: The Influence of Qualification on Role Ambiguity

Tests of Between-Subjects Effects						
Dependent Variable: ARA						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	125.070	1	125.070	218.449	.000	.695
Discipline	6.889	1	6.889	12.033	.001	.111
Qualification	10.635	4	2.659	4.644	.002	.162
Discipline *	7.412	2	3.706	6.473	.002	.119
Qualification						
Total	392.472	104				

a. R Squared = .239 (Adjusted R Squared = .183)

The table above indicates a significant ‘interaction effect’, (Sig = .002) between qualification and the academic and administrative staff’s perception of role ambiguity, meaning the influence of qualification on role ambiguity depends on whether the subject is an academic or administrative staff. The ‘main effect’ of qualification is equally statistically significant, (Sig = .002). A follow-up test is therefore conducted to further explore this relationship. This is achieved by splitting the sample into two groups according to one of the independent variable (Discipline) and conducts separate one-way ANOVAs to find out the effect of other variables (Pallant, 2011).

The mean scores for both groups have been provided in table 4.3.1 to be (M = 1.9, SD = .95) for the academics and (M = 1.5, SD = .56) for the administrators. The result of the one-way ANOVA in the table below provides the significance of the effect of qualification on academic staff:

Table 4.3.11: Effect of Educational Qualification on Academic staff

ANOVA ^a					
ARA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.716	3	3.572	4.659	.006
Within Groups	42.933	56	.767		
Total	53.648	59			

a. Discipline = ACADEMIC STAFF

The significance of the effect of qualification on the academic staff's perception of role ambiguity is, (Sig. = .006) which is less than .05 confirming a statistically significant effect of qualification on them.

Similarly, to check the effect of educational qualification on the administrative staff, the table below is considered:

Table 4.3.12: Effect of Educational Qualification on Administrative staff

ANOVA ^a					
ARA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.441	3	.480	1.597	.205
Within Groups	12.031	40	.301		
Total	13.472	43			

a. Discipline = ADMINISTRATIVE STAFF

The effect as can be seen in the table above is insignificant (Sig. = .205) establishing that the administrative staff did not differ in their perception of role ambiguity based on their educational qualification.

Comparing the two groups, educational qualification has a significant effect (Sig. = .006) on the academic staff's perception of role ambiguity but no significant effect (Sig. = .205) on the administrative staff. This result is consistent with Adidu

(1998) findings and the hypothesis postulated in this study but contrary to the result of Beena (1999).

In conclusion, since educational qualification affected the academic staff's perception of role ambiguity significantly but had no impact on the administrative staff, the groups differ in their perception of role ambiguity. Hypothesis 7 is therefore accepted, i.e. there is a significant difference between the academic and administrative staff's perception of role ambiguity based on educational qualification.

H8 Education makes a significant difference in the perception of role conflict between the academic and administrative staff of the University of Lagos.

A two-way between-groups ANOVA test was carried out to determine the effect of educational qualification on the perception of role conflict between the academic and administrative staff in order to make decision on the hypothesis raised in this study. Based on the recorded means and standard deviations for both groups on their perception of role conflict based on their highest educational qualification in the table 4.3.13, it is assumed that qualification did not have any significant effect on both groups. This assumption is based on the fact that there is no systematic increase or decrease in the levels of role ambiguity perceived was observed:

Table 4.3.13 Mean Scores on Role Conflict based on qualification

Descriptive Statistics				
Dependent Variable: ARC				
Discipline	Qualification	Mean	Std. Deviation	N
ACADEMIC STAFF	HIGHER DIPLOMA	4.1250	.	1
	BACHELORS DEGREE	3.5625	.97227	2
	MASTERS DEGREE	2.6786	.97285	14
	DOCTORAL DEGREE	3.1279	1.06293	43
	Total	3.0542	1.04617	60
ADMINISTRATIVE STAFF	DIPLOMA	2.8250	1.90517	5
	HIGHER DIPLOMA	2.9028	1.28813	9
	BACHELORS DEGREE	3.2153	1.22909	18
	MASTERS DEGREE	2.8854	1.01754	12
	Total	3.0170	1.23966	44

To determine the significance of these findings, the ‘Test of Between-Subjects Effects’ is conducted and the result is presented in the table below:

Table 4.4.14: The Influence of Educational Qualification on Role Conflict

Tests of Between-Subjects Effects					
Dependent Variable:ARC					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	344.627	1	344.627	263.482	.000
Discipline	1.019	1	1.019	.779	.380
Qualification	3.715	4	.929	.710	.587
Discipline * Qualification	1.821	2	.911	.696	.501
Total	1090.844	104			

a. R Squared = .039 (Adjusted R Squared = -.031)

The two-way between-groups analysis of variance conducted to find out the impact

of discipline and qualification on the level of role conflict measured in this study shows that the ‘interaction effect’ between the academic and administrative staff and educational qualification is statistically insignificant, (Sig. = .501). There was also no statistically significant main effect for educational, (Sig. = .587). This result consistent with Beena (1999) and Adidu (1998) but contrary to Shenkar and Zeira (1992) findings. The result is also in opposition the hypothesis stating that educational qualification makes a significant difference in the perception of role conflict between the academic and administrative staff of the University of Lagos.

Conclusion: Hypothesis eight is rejected.

H9 Tenure has a significant impact on the perception of role ambiguity between the academic and administrative staff of University of Lagos

The results of the two-way between-groups ANOVA test conducted to find out the relationship of tenure on the perception of role ambiguity between the academic and administrative staff are presented in the table below:

Table 4.4.15 Mean Scores on Role Ambiguity based on Tenure

Descriptive Statistics				
Dependent Variable: ARA				
Discipline	Service	Mean	Std. Deviation	N
ACADEMIC STAFF	1 YEAR OR LESS	1.9444	.76830	9
	2-4YRS	2.0980	1.13508	17
	5-7YRS	1.9881	1.01582	14
	8-10YRS	1.9167	.54917	8
	11 OR MORE YEARS	1.6944	1.02699	12
	Total	1.9444	.95357	60
ADMINISTRATIVE STAFF	1 YEAR OR LESS	2.5000	.	1
	2-4YRS	1.5370	.38889	9
	5-7YRS	1.4833	.48080	10
	8-10YRS	1.2333	.36515	5
	11 OR MORE YEARS	1.5000	.67814	19
	Total	1.4962	.55973	44

Based on the observations from the table above, the mean scores recorded for the age groups in both cases on role ambiguity does not differ sequentially with tenure, i.e. the effect is inconsistent. This is in support of Jackson and Schuler (1985) who reported that the effect of job tenure is inconsistent, supported also by Beena (1999) who found no significant effect of tenure on role ambiguity. However, some scholars (Sturman, 2003; Hamilton, 2009) indicated that role ambiguity increased with tenure and others (Schultz & Auld, 2006; Griffith, 1999; Dua, 1994; Winefield, 2005) affirmed that role ambiguity decreased with length of service.

To conclude on the effect of job tenure on role ambiguity in this study, the ‘interaction effect’ in the result of the ‘Tests of Between-Subjects Effects’ in the table below is considered:

Table 4.4.16: The Influence of Tenure on Role Ambiguity

Tests of Between-Subjects Effects					
Dependent Variable: ARA					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	167.366	1	167.366	243.665	.000
Discipline	1.007	1	1.007	1.466	.229
Service	1.831	4	.458	.666	.617
Discipline * Service	1.596	4	.399	.581	.677
Total	392.472	104			

a. R Squared = .106 (Adjusted R Squared = .020)

The result shows that the ‘interaction effect’ between the academic and administrative staff and tenure is statistically insignificant, (Sig. = .677). There was also no statistical ‘main effect’ for tenure, (Sig. = .617). The above result is in support of Jackson and Schuler (1985) who reported that the effect of job tenure on role ambiguity is inconsistent and supported by Beena (1999). However, Sturman (2003) and Hamilton (2009) concluded that role ambiguity increased as length of service increased while others (Schultz & Auld, 2006; Griffith, 1999;

Dua, 1994; Winefield, 2005) submitted that role ambiguity decreased as length of service increased.

Conclusion: No support was found for the hypothesis that tenure has a significant impact on the perception of role conflict between the academic and administrative staff of the University of Lagos, therefore hypothesis nine is rejected.

H10 Tenure has a significant impact on the perception of role conflict between the academic and administrative staff of University of Lagos

A two-way between-groups ANOVA test was conducted to find out the relationship of tenure with the perception of role conflict between the academic and administrative staff and the results are presented below:

Table 4.4.17 Mean Scores on Role Conflict based on Tenure

Descriptive Statistics				
Dependent Variable: ARC				
Discipline	Service	Mean	Std. Deviation	N
ACADEMIC STAFF	1 YEAR OR LESS	2.5417	.77308	9
	2-4YRS	2.9926	1.41385	17
	5-7YRS	3.0357	.78665	14
	8-10YRS	3.1250	.76181	8
	11 OR MORE YEARS	3.5000	.99287	12
	Total	3.0542	1.04617	60
ADMINISTRATIVE STAFF	1 YEAR OR LESS	3.6250	.	1
	2-4YRS	2.9722	1.07489	9
	5-7YRS	3.2125	1.24450	10
	8-10YRS	2.8000	1.82131	5
	11 OR MORE YEARS	2.9605	1.25972	19
	Total	3.0170	1.23966	44

The mean scores and standard deviation for age groups of the academic and administrative staff are displayed in the table above. It would be observed from the result that the mean scores for age groups of the academic staff increased with increased in length of service. This sequential difference is not observed for

administrative staff. Beena (1999) in her study established an insignificant effect of tenure on role conflict, Hamilton (2009), a positive effect while Shenkar and Zeira, a negative effect of tenure on role conflict.

To check the ‘interaction effect’ (whether the influence of tenure on role conflict depends on whether the subject is an academic or administrative staff), the ‘Tests of Between- Subject Effects’ below is considered:

Table 4.4.19: The Influence of Tenure on Role Conflict

Tests of Between-Subjects Effects					
Dependent Variable:ARC					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	494.660	1	494.660	372.788	.000
Discipline	.074	1	.074	.055	.814
Service	1.072	4	.268	.202	.937
Discipline * Service	3.294	4	.824	.621	.649
Total	1090.844	104			

a. R Squared = .046 (Adjusted R Squared = -.046)

The two-way between-groups analysis of variance conducted to find out the impact of tenure on the perception of role conflict measured in this study shows that the ‘interaction effect’ between the academic and administrative staff and tenure is statistically insignificant, (Sig = .649). There was also no statistical ‘main effect’ for tenure, (Sig = .937).

Conclusion: Contrary to hypothesis ten, the effect of tenure on perception of role conflict of the groups studied is statistically insignificant therefore the hypothesis is rejected.

Q 11: Role ambiguity and role conflict are positively but insignificantly related.

A correlation analysis which is used to describe the strength and direction of relationship between two continuous variables (Pallant, 2011) was used to test the above hypothesis. The result of the test is shown in the table below:

Table 4.4.20 Correlation between Role Ambiguity and Role Conflict

Correlations			
		ARA	ARC
ARA	Pearson Correlation	1	.045
	Sig. (2-tailed)		.650
	N	104	104
ARC	Pearson Correlation	.045	1
	Sig. (2-tailed)	.650	
	N	104	104

The table above shows a significance level of .650 which is higher than .05, and a positive correlation of .045. This result confirmed the expected relation that role ambiguity and role conflict are positively but insignificantly related. It also confirms Rizzo et al. (1970) submission that role ambiguity and role conflict are conceptually related but are distinct constructs but contrary to Hamilton (2002) who reported a negative correlation between role ambiguity and role conflict.

4.5 CHAPTER SUMMARY

Analysis of data was carried out on the responses of the participants in this study in this chapter. The result established that both the academic and administrative staff perceived low role ambiguity but a significant difference existed in their perception of role ambiguity with the academics recording higher role ambiguity. Both groups perceived moderate role conflict with no significance difference between them. The effect of demographic variables on the groups was conflicting and role ambiguity and role conflict were concluded to be positively but insignificantly correlated. The next chapter presents the summary, conclusion and recommendation of the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter summarises the main findings of the study. The quantitative data collected from respondents via the questionnaire was to answer research questions and test the hypotheses generated in order to determine the perception and differences between the academic and administrative staff in their perception of role ambiguity and role conflict. Demographic variables which have been reported in literature to have influence on role ambiguity and role conflict were also examined to find out their impact in this present study. Also, the association of role ambiguity and role conflict was tested. The chapter consists of four sections: (i) summary of findings, (ii) conclusions, (iii) limitations and (iv) recommendations.

Based on findings reported in literature, four research questions were raised to be answered in the process of this study:

- Q1. Do the academic and administrative staffs of the University of Lagos perceive role ambiguity and role conflict at work?
- Q2. Is there a significant difference in the perception of role conflict and role ambiguity between the academic and administrative staff of the University of Lagos?
- Q3. Do demographical variables: gender, age, educational qualification and tenure have effect on the academic and administrative staff perception of roles?
- Q4. What is the association of role ambiguity and role conflict among the academic and administrative staff of the University of Lagos?

Similarly, research evidence guided the formulation of the following hypotheses which were tested based on the responses of the participants:

- H1. The academic staffs of the University of Lagos perceive a significantly higher role ambiguity than their administrative counterparts.
- H2. The academic staffs of the University of Lagos perceive a significantly higher role conflict than their administrative counterparts
- H3. Gender does not make a significance difference in the perception of role ambiguity between the academic and administrative staff of the University of Lagos.
- H4. Gender does not make a significance difference in the perception of role conflict between the academic and administrative staff of the University of Lagos.
- H5. Age has a significant impact on the perception of role ambiguity between the academic and administrative staff of the University of Lagos.
- H6. Age has a significant impact on the perception of role conflict between the academic and administrative staff of the University of Lagos.
- H7. Education makes a significant difference in the perception of role ambiguity between the academic and administrative staff of the University of Lagos.
- H8. Education makes a significant difference in the perception of role conflict between the academic and administrative staff of the University of Lagos
- H9. Tenure has a significant impact on the perception of role ambiguity between the academic and administrative staff of the University of Lagos.
- H10. Tenure has a significant impact on the perception of role ambiguity between the academic and administrative staff of the University of Lagos.

Data was collected via structured questionnaire and the responses analysed by use of the statistical tools of t-test, analysis of variance and correlation analysis to answer the research questions and test the hypothesis in order to make conclusions

5.1 SUMMARY OF FINDINGS

The t-tests, analysis of variances and correlation computed to answer the research questions and test the hypotheses, generated the following findings:

1. Perception of Role Ambiguity

The result of this study established low perception of role ambiguity by the academic ($M = 1.94$, $SD = .95$) and administrative ($M = 1.50$, $SD = .65$) which is contrary to the prevailing research findings as indicated in chapter four of this study. However, consistent with most research findings, the academic staff recorded a significantly higher role ambiguity (Sig 2-tailed = .003) than the administrative staff.

2. Perception of Role Conflict

The mean score and the standard deviation of the academic and administrative staff on role conflict in this study was ($M = 3.05$, $SD = 1.05$) and ($M = 3.02$, $SD = 1.24$) respectively, indicating that they perceived moderate role conflict. This result is in opposition of majority findings in literature that reported the existence of high level of role conflict among the academic and administrative staff. There was no significance difference in the perception of role conflict between the groups (Sig 2-tailed = .87) which again is contrary to most research findings reported in literature that academics experience significantly higher role conflict compared to other occupational groups. However, it will be noticed that although the difference is not statistically significant, the academic staff do recorded a higher mean score than the administrative staff. Moreover, there is no empirical justification that the situation must be the same in all settings.

3 Effect of Gender on Perception of Role Ambiguity

The result of the study proved that gender had effect on the academic staff's perception of role ambiguity, (Sig 2-tailed = .027), but did not have effect on the administrative staff, (Sig 2-tailed = .508). In conclusion, the academic and administrative staffs differs in their perception of role ambiguity based on gender.

4. Effect of Gender on Perception of Role Conflict

This study established that there was no significant difference between the male and female academic staff, (Sig 2-tailed = .618>.05) in their perception of role conflict. However, a significance difference (Sig. 2-tailed = .004) existed between the male and female administrative staff.

5. Impact of Age on Perception of Role Ambiguity

In this study, the interaction effect between the academic and administrative staff and age was not significant, (Sig. = .312>.05)) and there was no statistical main effect of age (Sig. = .73>.05). It is concluded that age did not affect the level of role ambiguity perceived between the academic and administrative staff in this study.

6. Impact of Age on Perception of Role Conflict

Findings from the present study established that age had no significant effect, (Sig. = .867>.05) on the perception of role conflict between the academic and administrative staff. The main effect for age was also not statistically significant, (Sig. = .33>.05). It is thus established that age does not have any significant impact on the perception of role conflict between the academic and administrative staff of the University of Lagos in this study.

7. Impact of Qualification on Perception of Role Ambiguity

A significant interaction effect, (Sig. = .002 <.05) was found between qualification and role ambiguity in this study. The main effect for qualification was also confirmed significant, (Sig. = .002 <.05). Follow-up test established that qualification has a significant effect on the academics, (Sig. = .006<.05) and an insignificant effect on the administrators, (Sig. = .205). Having found a significant interaction effect, it is concluded that qualification impacted the perception of role ambiguity between the academic and administrative staff significantly.

8. Impact of Qualification on Role Conflict

The result of investigation in this study established an insignificant impact of qualification between the academic and administrative staff in their perception of role conflict. The interaction effect between qualification and the study groups was (Sig. = .501>.05) and the main effect on qualification was (Sig. = .587>.05).

9. Impact of Length of Service on Role Ambiguity

The findings of this study on the effect of job tenure between the groups on the level of role ambiguity experienced established an insignificant interaction effect between tenure and the academic and administrative staff, (Sig. = .677>.05), and main effect of tenure, (Sig. = .617). It is concluded that job tenure had no impact on the level of role ambiguity experienced between the academic and administrative staff of the University of Lagos.

10. Impact of Length of Service on Role Conflict

The present study has proved that job tenure did not have any significant impact on the perception of role conflict between the academic and administrative staff of the University of Lagos. The interaction effect between tenure, role conflict and the groups was (Sig. = .649>.05) and the main effect on tenure was, (Sig. = .937).

11. Relationship between Role Ambiguity and Role Conflict

The findings in this study attest a positive but insignificant correlation, (.045) between role ambiguity and role conflict. The result support Rizzo et al. (1970) submission that role ambiguity and role conflict are conceptually related but consist of distinct constructs. It is also in conformity to Weiner (2005) findings who reported a positive correlation of ($r = .45$).

5.2 CONCLUSIONS

The main purpose of this study was to investigate the perception of role ambiguity among the academic and administrative staff of the University of Lagos and also to determine the differences that exist in their perceptions. The result showed the non-existence of role ambiguity and a moderate existence of role

conflict among the academic and administrative staff. The result also revealed a significant difference between the academic and administrative staff in their perception of role ambiguity, with the academics experiencing higher role ambiguity but no significant difference in their perception or role conflict.

A significance difference was recorded when the perception of role ambiguity by the academic staff was compared by gender, but no significant difference was observed between the male and female administrative staff. The reverse is the case when their perception of role conflict was compared gender wise: there was a significant difference between the male and female administrative staff but no difference between the male and female academics. It is concluded therefore that the academic and administrative staff differ in their perception of role ambiguity but do not differ in their perception of role conflict.

The findings also established that the effect of age on perception of role ambiguity and role conflict between the academic and administrative staff is statistically insignificant. Education was found to have a significant effect on the perception of role ambiguity but no effect on perception of role conflict between the academic and administrative staff. A follow-up test revealed that while qualification had a significant effect on the academic staff perception of role ambiguity, its effect on the administrative staff was insignificant. The effect of job tenure on both role ambiguity and role conflict was also confirmed insignificant and role ambiguity and role conflict were confirmed to be positively but insignificantly correlated.

5.3 LIMITATIONS OF THE STUDY

This study is limited in several ways. The first limitation pertains to the sampling technique employed. The study used a convenient sampling technique based on accessibility, time and financial constraints thereby limiting the generalizability of the findings. Also, the study used only one university which also could affect the generalisation of results to other institutions of higher learning in Nigeria. Furthermore, cause-and-effect inferences could not be made because a cross-

sectional designed was use in this study. Furthermore, research bias might not be rule out on the part of the researcher who is an administrative staff in one of the universities in Nigeria. Although a conscious effort was taken to avoid bias in favour of the administrators, an unconscious base might occur in the process of investigation and report in the study.

5.4 RECOMMENDATIONS

Based on the results of this study, the researcher wishes to make the following recommendations to guide university's administrators in their approach to management of universities and those interested in carrying out empirical research on the constructs of role ambiguity and role conflict:

- As earlier mention in the literature the roles of the academic and administrative staff are crucial to the quality of the institution they serve. Also as Kahn et al. (1964) stated, performance is one of the greatest intrinsic requirements of organisations. Also, impaired performance and job dissatisfaction are about the most frequently reported consequences of role stress reviewed in literature which have serious financial implication on the organisation and individual as well as health implications on employees (Dua, 1994). Additional investigation to find out the effect of these constructs on performance and satisfaction of the academic and administrative staff is recommended to provide further empirical study as a step towards managing role stress to ensure productivity..
- It is recommended also that further study should also use more than one university, and a larger sample for better understanding of the effect of the constructs and the way they affect the relationship between the academic and administrative staff. This will provide justification of generalisation of the result.
- This study established that demographic variables have conflicting effects on the perception of role ambiguity and role conflict. It is recommended

therefore that an empirical study of the impact of demographic variables on role ambiguity and role conflict is carried out.

- As earlier mentioned, the research design in this study is cross-sectional and as such, cause-and-effect inferences could not be determined. Further study might use a longitudinal design so that cause-and-effect relationship can be determined.
- It is also recommended that further study should use random sampling technique to check against bias and also to enable generalisation of research findings.
- Those managing universities should cultivate a culture of regular feedback and make effort to reduce the gap between expected and perceived roles and also between perceived roles and actual roles in order to ameliorate role ambiguity and role conflict.
- The academic staff recorded significant higher role ambiguity compared to the administrative staff. Further research on role ambiguity between these two groups is recommended to find out why academic staff recorded higher perception of role ambiguity. Also, the human resource arm of the university should ensure that the roles of both groups are clearly defined so that the groups will come into consensus to avoid unfavourable work relationships and the consequences
- It is recommended to the university's administrators to develop a working environment that encourages communication and feedback and also give clear outlines of responsibilities of staff to avoid the unfavourable effects of role ambiguity and role conflict.
- There are conflicting reports about the effects of role conflict in organisations as it is reported that it has many negative effect, but also

have positive effect. The researcher therefore, recommends empirical study of this construct in different settings to justify generalisation.

- A further study is recommended to explore the antecedents and consequences of role ambiguity and role conflict among the academic and administrative staff.

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APPENDIXES

LETTER OF INTRODUCTION

RESEARCH TOPIC: **Role Relationships Between The Academic And Administrative Staff Of Nigerian Universities: A Case Study Of University Of Lagos, Nigeria.**

RESEARCHER: **Mandy Jollie Bako**

SUPERVISOR: **Dr. Kathlyn Wilson**

Dear Participant,

I hereby write to introduce myself, Mandy Jollie Bako, an MSc student at the University of Bedfordshire, Luton, UK. I am conducting a research on “The relationship in role perception between the academic and administrative staff of Nigerian Universities: A case study”.

I solicit your consent to complete the attached questionnaires covering demographic questions and questions on role relationships that will help determine the perception of both the academic and administrative staff of roles ambiguity and role conflict in the University of Lagos, Nigeria.

Participation in this survey is voluntary, so if you do not wish to participate in this study, indicate by signing on the attached consent form. If you are willing to participate however, I assure you that your identity will be kept anonymous and confidential.

If you have questions to ask while completing the questionnaires, feel free to contact the researcher for clarification through the following:

Phone Numbers - +447424765500 (UK)

+2348023152008, 08036332132 (Nigeria)

Email – mandyjbako@yahoo.com, mandy.bako@beds.co.uk

Independent contact at the University of Bedfordshire: Professor Angus Duncan – angus.duncan@beds.ac.uk

Thank you very much for your consideration and participation in this research.

Yours sincerely,

Mandy Jollie Bako

CONSENT DOCUMENT

Project Title: The Relationship In Role Perception Between The Academic And Administrative Staff Of Nigerian Universities: A Case Study

Researcher: Mandy Jollie Bako

Supervisor: Dr. Kathlyn Wilson

You are hereby invited to participate in a research being conducted by a student from The University of Bedfordshire, Luton, UK. The purpose of the research is to study the role relationships between the academic and administrative staff of The University of Lagos, Nigeria.

If you agree to participate in this research, you are required to complete a demographic questionnaire and questions pertaining to role relationships between the groups being studied here attached.

Participation in this research is completely voluntary. If you do not wish to participate, indicate at the bottom of this page and sign. If you choose to participate, be assured that anonymity will be maintained.

Thank you.

Please select one:

Yes, I agree to participate ☐

NO, I do not agree to participate ☐

Signature: -----

Date: -----

RESEARCH TOPIC: The Relationship In Role Perceptions Between The Academic And Administrative Staff Of Nigerian Universities: A Case study

SECTION A

DEMOGRAPHIC QUESTIONNAIRE

Please tell me about yourself.

1. Gender

- Female
- Male

2. Age:

- 19 years or less
- 20 to 29 years
- 30 to 39 years
- 40 to 49 years
- 50 to 59 years
- 60 years or above

3. Length of service in the University of Lagos:

- 1 year or less
- 2 to 4 years
- 5 to 7 years
- 8 to 10 years
- 11 or more years

4. Highest Educational Qualification:

- Diploma
- Higher Diploma
- Bachelors degree
- Masters degree
- Doctorial degree

5. Professional Discipline

- Academic
- Administrative
- Management
- Others

6. Rank

- -----
- -----
- -----
- -----
- -----
- -----

SECTION B

ROLE AMBIGUITY/CLARITY QUESTIONNAIRE

Please tick the boxes below to indicate how you agree or disagree with the statements below regarding your role at the University of Lagos where the ratings are: 1= Strongly Disagree to 6 = Strongly Agree

1. I feel certain about how much authority I have:

Strongly Disagree ☐ ☐ ☐ ☐ ☐ ☐ Strongly Agree

2. I have a clear, planned goals and objectives for my job:

Strongly Disagree ☐ ☐ ☐ ☐ ☐ ☐ Strongly Agree

3. I know that I have divided my time properly

Strongly Disagree ☐ ☐ ☐ ☐ ☐ ☐ Strongly Agree

4. I know exactly what my responsibilities are

Strongly Disagree ☐ ☐ ☐ ☐ ☐ ☐ Strongly Agree

5. I know exactly what is expected of me

Strongly Disagree ☐ ☐ ☐ ☐ ☐ ☐ Strongly Agree

6. Explanation is clear of what has to be done

Strongly Disagree ☐ ☐ ☐ ☐ ☐ ☐ Strongly Agree

SECTION C

ROLE CONFLICT QUESTIONNAIRE

7. I have to do things that should be done differently

Strongly Disagree ☐ ☐ ☐ ☐ ☐ ☐ Strongly Agree

8. I receive an assignment without the manpower to complete it:

Strongly Disagree ☐ ☐ ☐ ☐ ☐ ☐ Strongly Agree

9. I have to buck a rule or policy in order to carry out an assignment:

Strongly Disagree ☐ ☐ ☐ ☐ ☐ ☐ Strongly Agree

10. I work with two or more groups who operate quite differently

Strongly Disagree ☐ ☐ ☐ ☐ ☐ ☐ Strongly Agree

11. I receive incompatible requests from two or more people:

Strongly Disagree ☐ ☐ ☐ ☐ ☐ ☐ Strongly Agree

12. I do things that are apt to be accepted by one person and not accepted by others:

Strongly Disagree ☐ ☐ ☐ ☐ ☐ ☐ Strongly Agree

13. I receive an assignment without adequate resources and materials to execute it:

Strongly Disagree ☐ ☐ ☐ ☐ ☐ ☐ Strongly Agree

14. I work on unnecessary things:

Strongly Disagree ☐ ☐ ☐ ☐ ☐ ☐ Strongly Agree